YUKON DEPARTMENT OF EDUCATION
PUBLIC SCHOOLS BRANCH

Annual Report

2003-2004 SCHOOL YEAR

Yukon

To the reader...

This report deals with the activities of the Public Schools Branch only and covers the 2003-2004 **school year.** (mid-August 2003 to mid-August 2004) with the exception of financial information which covers the 2003-2004 **fiscal year** (April 2003 to March 2004).

This report contains **four** substantive sections:

- **Overview of the K-12 Public School System**
- **Student Characteristics**
- **Education Programming Highlights**
- **Student Achievement and Educational Indicators Information**

Additionally, this report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data. The report also includes a "More information..." section which lists publications and internet resources of interest to parents and the general public.

Purpose of the Annual Report:

The *Education Act* (Sec 5 (h)) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each School Board, in the Legislative Assembly following the end of the year for which the report is made. This report is being tabled in response to that section of the Act for the 2003-2004 school year.

PUBLIC SCHOOLS BRANCH • ANNUAL REPORT 2003-2004

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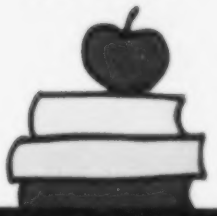

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Overview of the K-12 Public School System

The Public Schools Branch provides kindergarten to grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools, and supports the Francophone School Board in the operation of Yukon's only French first language school. The branch also provides support and resources for distance education, home schooling, and students with identified special needs.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions, and opportunities. Examples of this include experiential programs, where real experiences are used to enhance the teaching of concepts; literacy and numeracy initiatives such as Reading Recovery™; and culturally diverse programming that reflects the Yukon's cultural and linguistic diversity, including that of Yukon First Nations.

Budgets

For the fiscal year 2003-2004, actual **operations and maintenance (O&M) expenditures** for the Public Schools Branch totaled $62,095,000 or 67.6 per cent of the total O/M budget for the Department of Education. These expenditures were broken down as follows:

- Administration ($264,000 or 0.4 per cent of the Public Schools branch budget)
- Program Delivery ($55,334,000 or 89.1 per cent of the Public Schools branch budget)
- Program Support ($4,189,000 or 6.7 per cent of the Public Schools branch budget)
- Partnerships & Operations ($1,118,000 or 1.8 per cent of the Public Schools branch budget)
- Special Programs ($1,190,000 or 1.9 per cent of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as professional development for teachers and the Superintendent's office.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, Directors of Learning and native language instructors, all of whom provide direct services to the students in the classrooms.

Program Support expenditures are those that support school based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources.

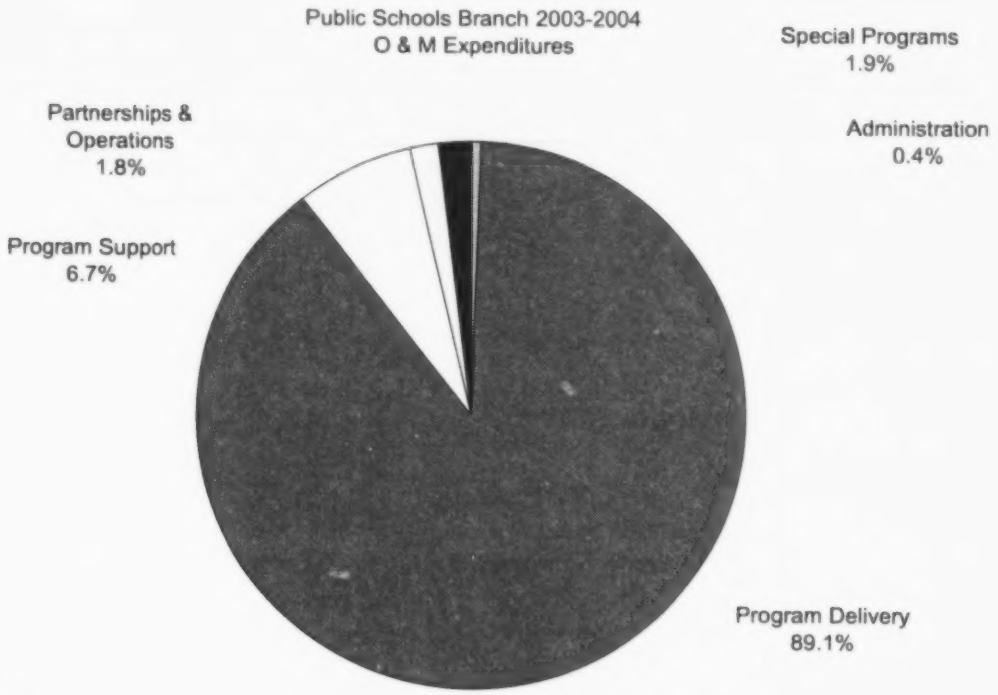
Partnership & Operations expenditures are those that support French language programs, as well as partnerships between various stakeholders and education. These include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults. In addition, these include partnerships through liaison with Yukon First Nations, schools councils, the Catholic diocese, home educators, the YTA, parents and community stakeholders.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

For the fiscal year 2003-2004, **capital expenditures** for the Public School Branch totaled $7,573,000 or 72 per cent of the total capital budget for the Department of Education. These expenditures were broken down as follows:

- facility construction and maintenance - $6,543,000
- instructional programs - $1,030,000

Note: All figures for the "Educational Partnership " and the "Budgets " sections are based on March 31, 2004 data, and are subject to rounding.



(Figure 1a) Source: Yukon Education

Educational Partnerships

The Minister of Education, along with the Francophone School Board (five members); the Kluane Lake School Committee (five members), and Yukon's 26 school councils (152 members) worked in partnership to provide policy direction to the 759 employees responsible for delivering the Yukon K-12 Public School education to students who attend 28 schools.

As of March 31, 2004, these employees were comprised of the following:

- 51 central office staff at the Department of Education, which includes 8 seconded teachers
- 10 Gadzoosdaa Residence staff
- 10 French language monitors
- 44 school administrators (principals and vice-principals)
- 38 school secretaries
- 465 teachers (449 full time equivalents (FTE's))
- 25 remedial tutors
- 86 educational assistants
- 30 aboriginal language teachers

Of additional interest, 32 of the teachers are graduates of the Yukon Native Teacher Education Program (YNTEP). There are also 31 First Nation language teachers, 28 of whom taught in Yukon's public schools and three in the Native Language Centre

The majority (57%) of Yukon teachers have ten or more years of teaching experience, while approximately 24% have between 0 and 5 years of experience, and 19% of teachers with 5-10 years.

In addition, approximately 98% of Yukon teachers hold at least a Bachelor of Education Degree, and roughly 14% of those hold an additional Masters degree or higher.

Professional Development

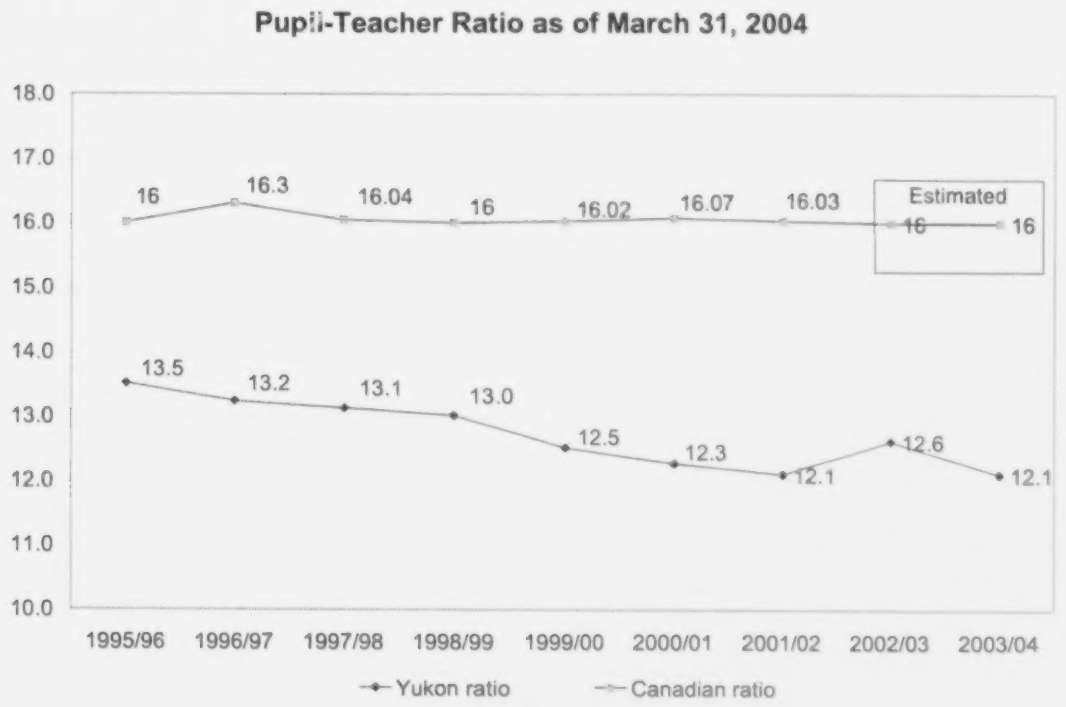
The Department of Education, in partnership with the Yukon Teachers Association, works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2003-2004, the Department contributed, through a framework outlined in the YTA Collective Agreement, a sum of $362,000 to the YTA professional development fund. It also covered the costs of the position of half-time PD Coordinator for the YTA.

In addition, the Department spent approximately $127,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department consultants.

Pupil-Teacher Ratio

The Yukon enjoys the lowest (i.e. most favourable) pupil teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for approximately every 12 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 to 2002 is largely related to declining enrolment.



(Figure 1b) Source: Yukon Education (YT ratio);
Centre for Education Statistics, Stats. Can. (Can. Ratio)

Pupil-Teacher Ratio

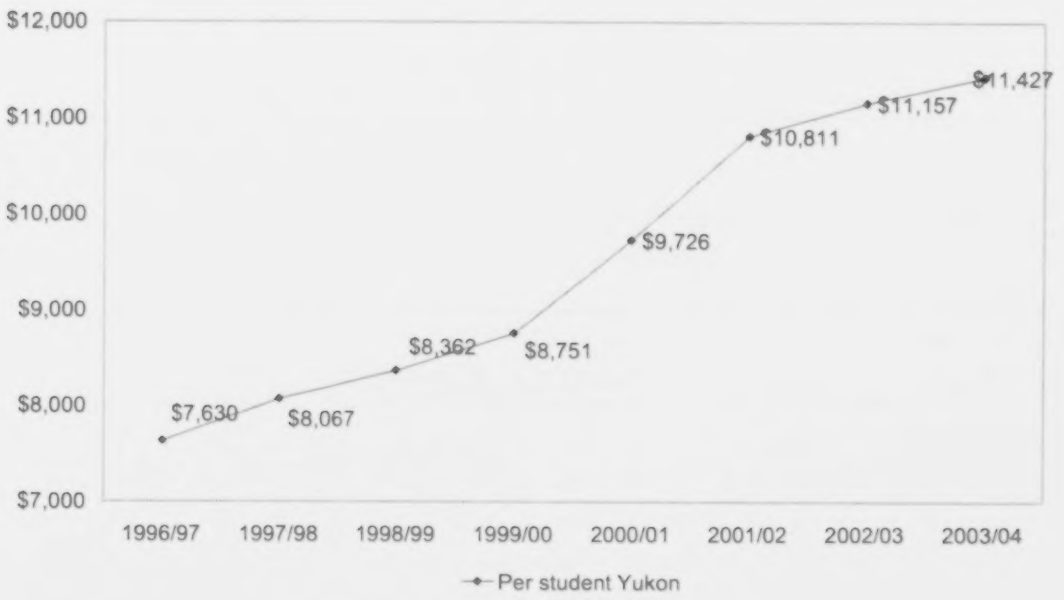
For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) number of teachers.
For Canada: Full time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.

Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.

Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. Expenditures per student include: Program Delivery, Program Support, Special Programs, Partnerships & Operations and Administration.

O & M Expenditures per student as of March 31, 2004



(Figure 2) Source: Yukon Education

Expenditure per Pupil

For the Yukon: The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12.

Facility Highlights

Some of the major initiatives that took place last year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

Rural Schools

- *Carcross School*: Library and classroom flooring.
- *Del Van Gorder* (Faro): Roof upgrade.
- *Eliza Van Bibber School* (Pelly Crossing): Major addition to the school completed for start of 2003/04 school year ($3.45 million). The addition consisted of new main lobby, administration area, school-community library, and 6 new or renovated classrooms.
- *J.V. Clark School* (Mayo): Site upgrade (landscaping and sidewalks).
- *Johnson Elementary* (Watson Lake): Interior painting of corridors.
- *Robert Service School* (Dawson): Site Upgrade phase 1 (closure of 4th Ave, fencing, power line relocation).
- *Ross River School*: Site drainage upgrade.
- *Teslin School*: Renovation to create a new larger and better-located administration area ($130,000).
- *Watson Lake Secondary*: Art room renovation.

Whitehorse-area Schools

- *F.H. Collins Secondary*: Re-flooring of Industrial Arts Wing.
- *Golden Horn Elementary*: Replacement of roof membrane over Old Wing ($150,000).
- *Grey Mountain Primary*: Exterior painting.
- *Hidden Valley*: Safety fencing along highway side of property,
- *Selkirk Elementary*: Flooring replacement old wing.
- *Takhini Elementary*: Re-shingling of roof, student drop-off area modifications.
- *Vanier Secondary*: Roof upgrade Phase 1 ($250,000), site upgrade phase 4, exterior painting.
- *Whitehorse Elementary*: Replacement of old fuel tank, classroom flooring replacement.

Computer and Network Upgrades

In 2003-04, the Information Technology and Support Services (ITSS) Call Centre responded to 3500 help desk calls during the year. All schools were visited over the summer break and updated with the latest versions of the curriculum software.

Teslin School, Carcross Community School, FH Collins Secondary School, and Vanier Catholic Secondary School received new hardware for their computer labs. The Whitehorse secondary schools were upgraded to fibre optics connections to accommodate videoconferencing. Five video conferencing units were deployed to schools (Robert Service School, Watson Lake Secondary School, St. Elias Community School, a shared unit for Whitehorse Secondary Schools, and one unit at the Department's administration building).

The YesNet e-mail system was migrated to the new First Class communications system for Yukon Students and Teachers. Additional computer hardware was installed and configured by ITSS as part of the Minister's Community Needs Assessment Project.

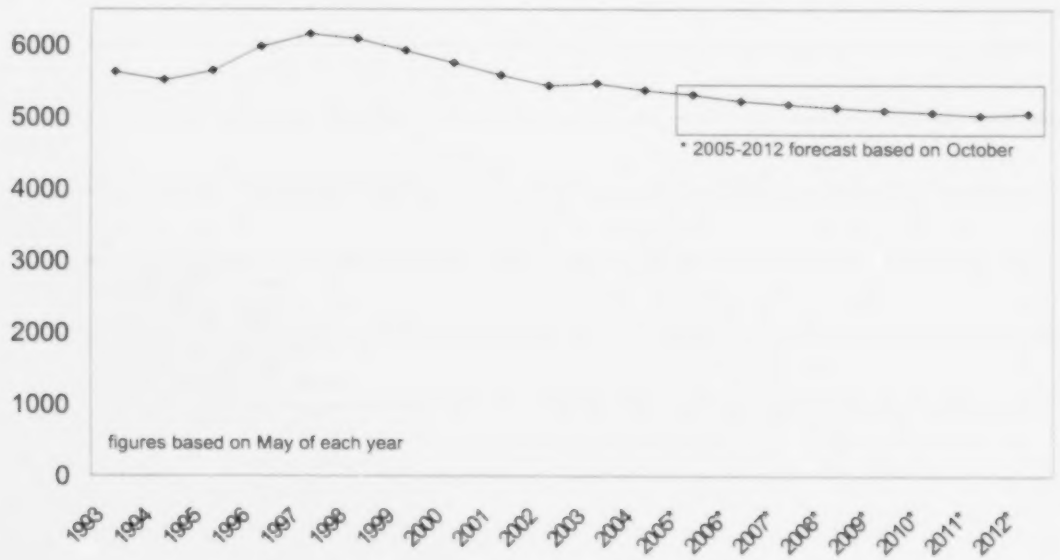
A recent publication from Statistics Canada (Information and Communications Technologies in Schools Survey, 2003-2004) shows that the Yukon has on average one computer per 2.9 students (Canadian average is one computer per 5.5 students) and 100% of the Yukon schools networked connected to the Internet (Canadian average is 66.3% of schools connected).

Student Characteristics

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon; however since 1996, enrolment has declined in the Yukon, with the exception of the 2002-03 school year where it held fairly steady. The number of students in public schools as of May 31, 2004 totaled 5,371. This represented a slight decrease of 95 students from May of the previous school year. It represented a decrease of 783 students, or 12.7 per cent, since the 1996-1997 school year, when it was at its 10-year high. Current enrolments by school are shown in figure 4. For historical enrolments by school for the last 10 years, please refer to Appendix 1 at the end of this report.

Yukon Public School Enrolment
1993 to 2012*



(Figure 3a) Source: Yukon Education

In 2003-2004, elementary students (K-7) represented 60 per cent of the total Yukon student population. Secondary students (8-12) represented 40 per cent. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline slowly for many years to come. Ten-year student enrolment projections produced by the Department of Education predict a continued decrease of approximately 300 more students by 2012.

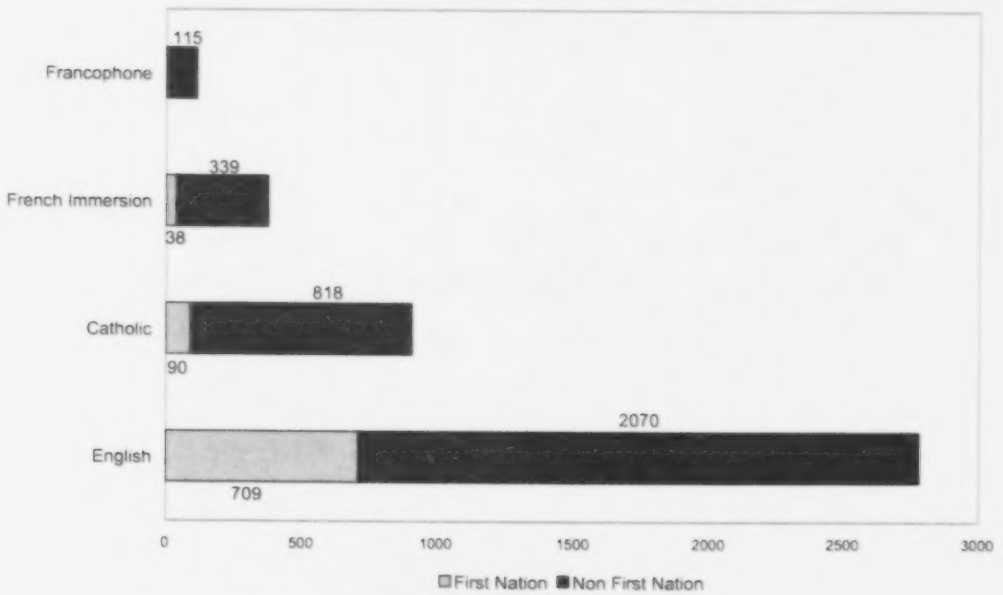
First Nation students represented approximately 27 per cent of the total Yukon student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities and between programs and/or schools (see figures 3a, 4a and 4b below). Overall, males and females represented approximately 50 per cent each of the total population. This percentage has remained fairly stable over the past six years.

Whitehorse Enrolment

In 2003-2004, students attending Whitehorse schools represented approximately 78 per cent of the total student population. First Nation students represented approximately 20 per cent of the Whitehorse student population.

Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3b shows the four broad program categories of enrolment. The regular English program enrols the majority of students and serves the largest percentage of First Nation students. Both French Immersion programming and Catholic programming continue to be popular. Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to accommodate all students of the Roman Catholic faith who wish to attend and who agree to practice/follow the religious practices of the school.

Whitehorse Student Enrolment by Program
as of May 31, 2004

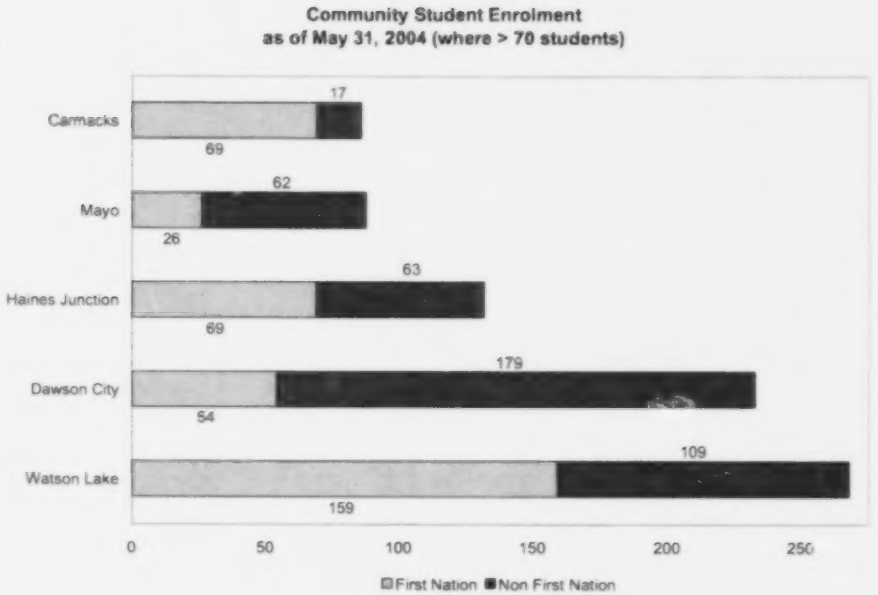


(Figure 3a) Source: Yukon Education
Note: *First Nation ancestry is based on self-identification*

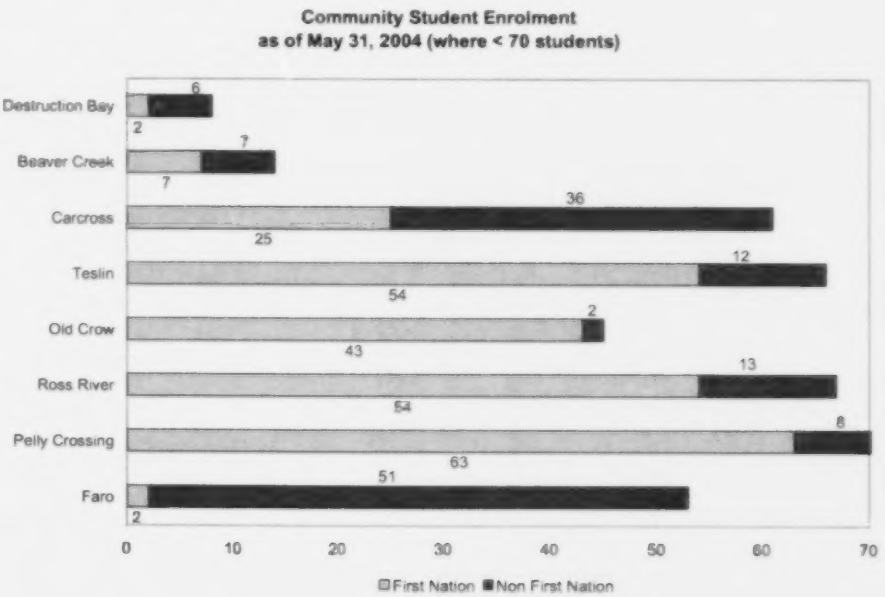
Rural Yukon Community Enrolment

In 2003-2004, students attending rural Yukon schools represented approximately 22 per cent of the total Yukon student population. First Nation students represented approximately 53 per cent of the rural Yukon school population. As rural Yukon schools vary in student population from about 10 to approximately 260 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 70 students and less than 70 students respectively.

In most rural schools, close to 50 per cent of the students enrolled identified themselves as First Nation. The largest proportions of First Nation students are in the Yukon's smallest schools.



(Figure 4a) Source: Yukon Education
Note: *First Nation ancestry is based on self-identification*



(Figure 4b) Source: Yukon Education
Note: *First Nation ancestry is based on self-identification*

Distance Education

The Yukon Distance Education program is made up of courses provided through both print correspondence and technology assisted distributed learning. Beginning with the 2003-04 school year, distance education and home school courses were offered at no cost to students from grade 4 to 12. This has resulted in a dramatic increase in both the registration of students in home school and distance education, or correspondence courses.

In 2003-2004, there were 197 students registered in distance education programs or courses. These students were enrolled in 259 correspondence courses at various grade levels offered by the British Columbia Ministry of Education.

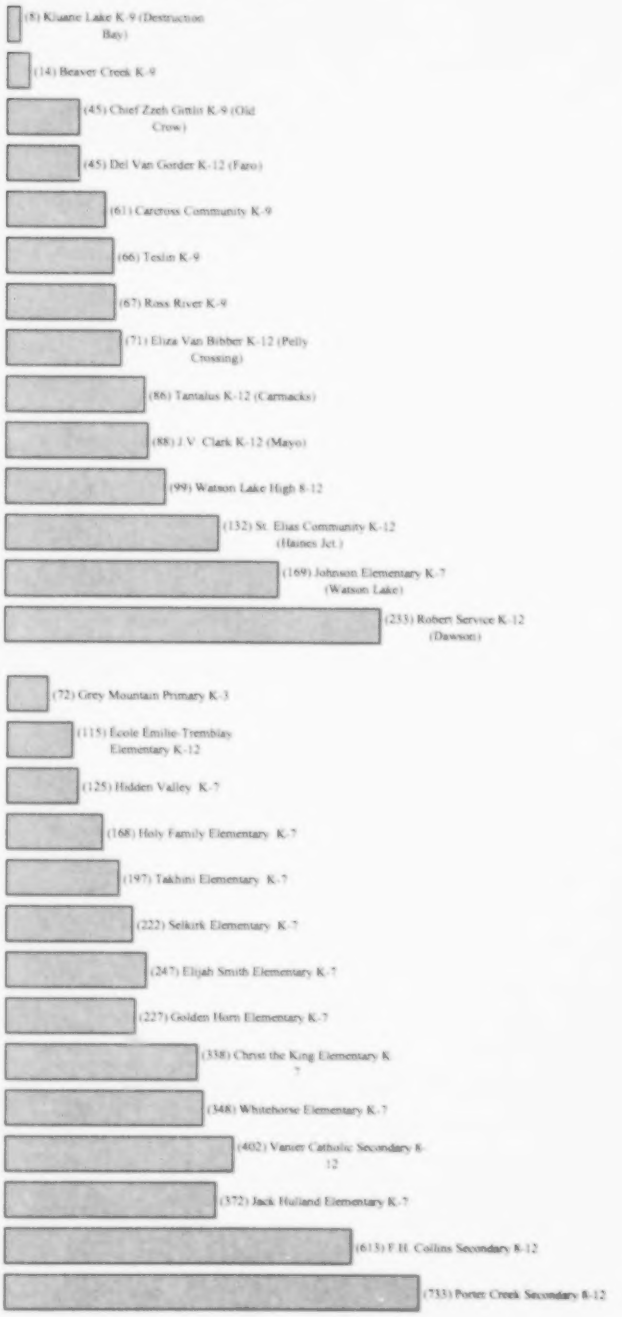
The Public Schools Branch began offering distributed learning courses in January 2001. These courses, known as CONNECT, are Internet and computer-enhanced programs offered through an affiliation with the B.C. Distance Education Schools Consortium. During the 2003-2004 school year a total of 44 students enrolled in 21 different subjects in grades 8 to 12 in the Yukon's Distributed Learning program

Home Education

There were 107 home-educated students registered with the Public Schools Branch in 2003-2004, up from 34 students in 2002-2003. In previous years, these students have ranged in number from 44 in 1997-1998 to 76 in 2001-2002.

In 2003-2004, distance education courses for grades 4-12 were made available to registered home education students at no cost.

Total Enrolment by School


(8) Kluane Lake K-9 (Destruction Bay)
(14) Beaver Creek K-9
(45) Chief Zzeh Gittlit K-9 (Old Crow)
(45) Del Van Gorder K-12 (Faro)
(61) Carcross Community K-9
(66) Teslin K-9
(67) Ross River K-9
(71) Eliza Van Bibber K-12 (Pelly Crossing)
(86) Tantalus K-12 (Carmacks)
(88) J V. Clark K-12 (Mayo)
(99) Watson Lake High 8-12
(132) St. Elias Community K-12 (Haines Jct.)
(169) Johnson Elementary K-7 (Watson Lake)
(235) Robert Service K-12 (Dawson)
(72) Grey Mountain Primary K-3
(115) Ecole Emilie-Tremblay Elementary K-12
(125) Hidden Valley K-7
(168) Holy Family Elementary K-7
(197) Takhini Elementary K-7
(222) Selkirk Elementary K-7
(247) Elijah Smith Elementary K-7
(227) Golden Horn Elementary K-7
(338) Christ the King Elementary K-7
(348) Whitehorse Elementary K-7
(402) Vanier Catholic Secondary 8-12
(372) Jack Hulland Elementary K-7
(613) F.H. Collins Secondary 8-12
(733) Porter Creek Secondary 8-12

(Figure 4c) Source: Yukon Education

Education Programming Highlights

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the branch augments its general programming with a variety of programming options. These program options are discussed below.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2003-2004 were the extended kindergarten program and Reading Recovery™.

In addition to these initiatives in the 2003-2004 school year, the branch was engaged in the following early intervention initiatives:

- Motoric screening (90 Grade one students from 19 schools were screened);
- Transitioning from the Child Development Centre to Kindergarten and Special Programs (32 students in Whitehorse, and 6 in rural schools);
- Books for Babies program continued through distribution at the Whitehorse General Hospital;
- Identification of at-risk kindergarten children has been formalized with the development of a computerized kindergarten screening profile used by all schools;
- Firm Foundations, a literacy development program for kindergarten, was introduced to all teachers in October 2003.

Extended Kindergarten Programs

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as "Learning to Learn" behaviours. In the 2003-2004 school year, Tantalus School in Carmacks operated a full-day kindergarten program that included four-year-old students attending on a half-day basis.

In addition, the branch has continued the two full-day kindergarten programs at Elijah Smith Elementary School in Whitehorse. Hidden Valley Elementary School and Golden Horn Elementary School extended the kindergarten time to 0.6 for three months in the spring so children could attend three full days per week. Plans were developed to provide full-day kindergarten for students in Watson Lake.

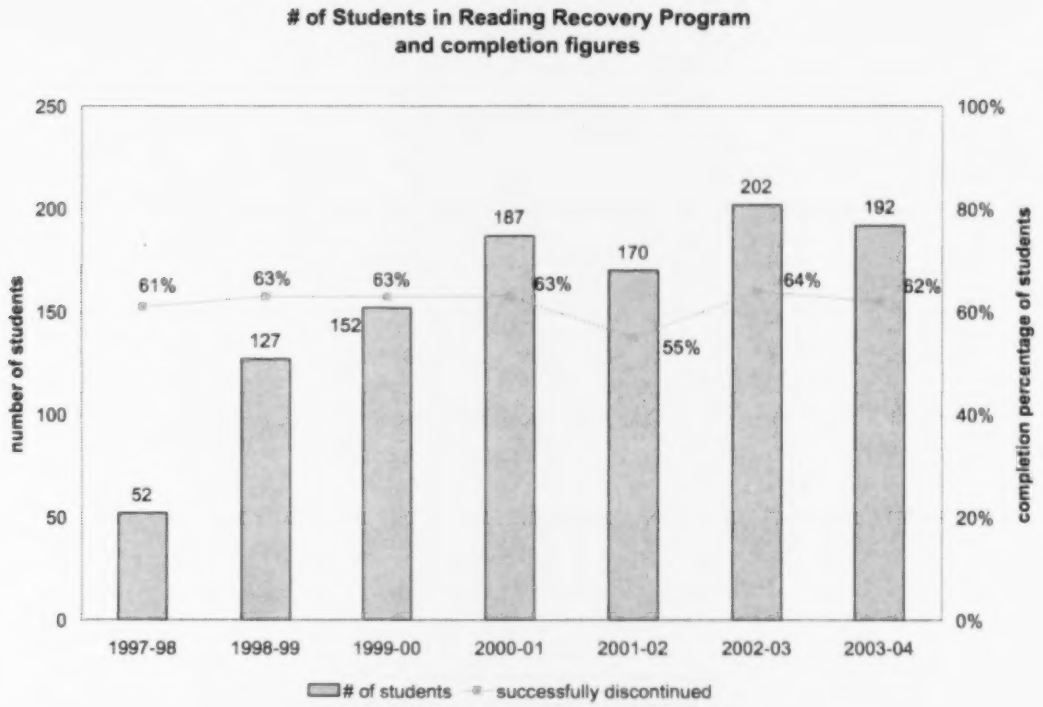
A combined kindergarten program for four and five-year-olds (K- 4) was offered in Haines Junction, Carcross, Carmacks, Mayo, Old Crow, Pelly Crossing, Teslin, and Ross River in order to provide children with more time to prepare for entry into Grade one. The Child Development Centre assists by providing in-school support for a number of four year olds in these rural communities. Whitehorse Elementary School extended their Whole Child Program to include four-year-olds in kindergarten from January to June.

Reading Recovery™ Program

The Reading Recovery™ program is a key component in the early intervention strategy of the Public Schools Branch. With its dedicated teacher resources (26 active teachers in 2003/04) it is one of the branch's major investments, costing approximately $1.3 million. It is a preventative program delivered to six-year-old students in grade one to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention. There were 320 grade one students in Yukon in the 2003- 2004 school year. Of these, 316 attended one of the 21 schools that offered Reading Recovery™. Of these students, 163 were new to the Reading Recovery™ program. There were an additional 29 students carried over from the previous school year.

Yukon's target for accessibility to the Reading Recovery™ program is all grade one children who require special support to become independent readers. This accessibility target is estimated to be as high as 40 per cent. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20 per cent of six-year-old students. Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

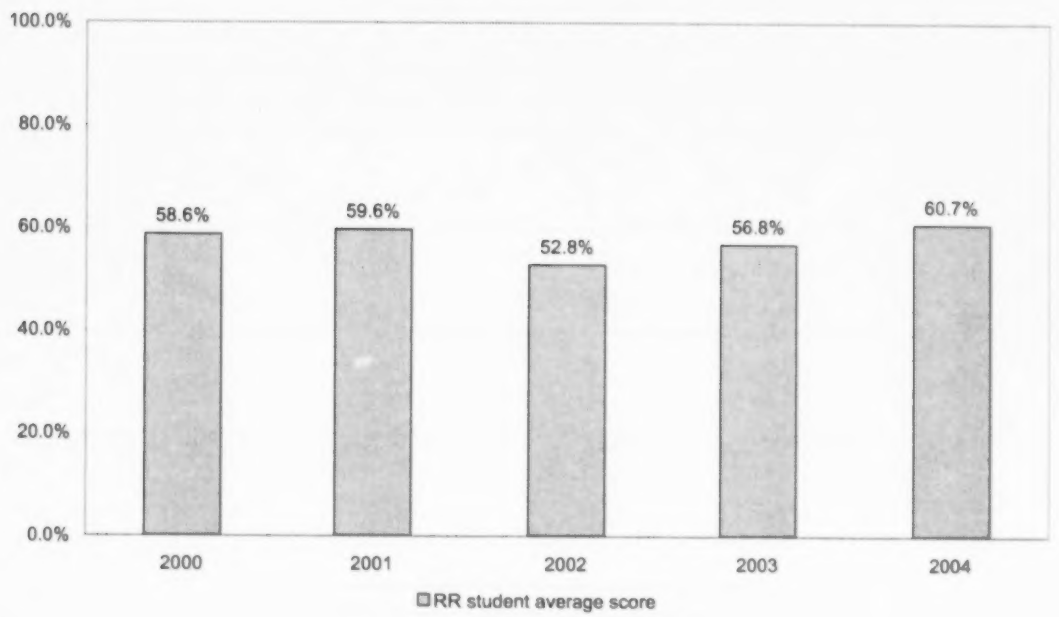
The Reading Recovery™ is now considered to be fully implemented as a result of the increased allocation of resources and the training of certified Reading Recovery™ teachers. The number of students benefiting from the program since its inception is reported in figure 5a.



(Figure 5a) Source: Yukon Reading Recovery™ Report 2003-2004
Yukon Education

Reading Recovery™ and Achievement Tests

The Department of Education provides Yukon Achievement Test (YAT) results to the Reading Recovery™ Centre for students who have been through the program in previous years. The Centre uses the data to help evaluate the effectiveness of the program. Results of Reading Recovery™ students on the Language Arts 3 Yukon Achievement Test are presented in the following chart as average score for the test of Reading Recovery™ students. Further reporting on the Achievement Tests is continued later in this report.



(Figure 5b) Source: Yukon Education

For further information about the Reading Recovery™ Program, you may obtain a copy of the Yukon Education Reading Recovery™ Report 2003-2004 from the Department of Education.

Experiential Education

Experiential education integrates hands-on experience with the learning process. Research has shown that many students benefit from this approach. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts and improve their level of achievement. This appears to be the case for students with a variety of learning styles and abilities. The Public Schools Branch recognizes Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music, Art and Drama), Vision Quest (a First Nations cultural identity course), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein air et sciences expérientielles). In addition, the branch sees the value of integrating experiential approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to enhance curriculum delivery. During the 2003-2004 school year, the Public Schools Branch:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers, from all disciplines, at the intermediate and senior levels, will use experiential approaches more often to help students learn.
- Supported the GLOBE program, an international authentic research program for students. The program monitors climate change and teaches applied research skills. During the 2003-2004 school year, nine schools actively participated in the use of GLOBE: St. Elias Community School in Haines Junction, the Chief Zzeh Gittlit School in Old Crow, Robert Service School in Dawson City, Del Van Gorder School in Faro, Watson Lake Secondary School in Watson Lake in the communities, and Jack Hulland, Elijah Smith, Porter Creek Secondary, and Wood Street schools in Whitehorse.

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counseling services, transportation and health guidance. Staff at the Centre in 2003-2004 include 2 FTEs (1 teacher and 1 remedial tutor) hired by the Department of Education and 4 FTEs (daycare staff) placed by the Teen Parent Society, serving approximately 20 families.

Youth Offenders

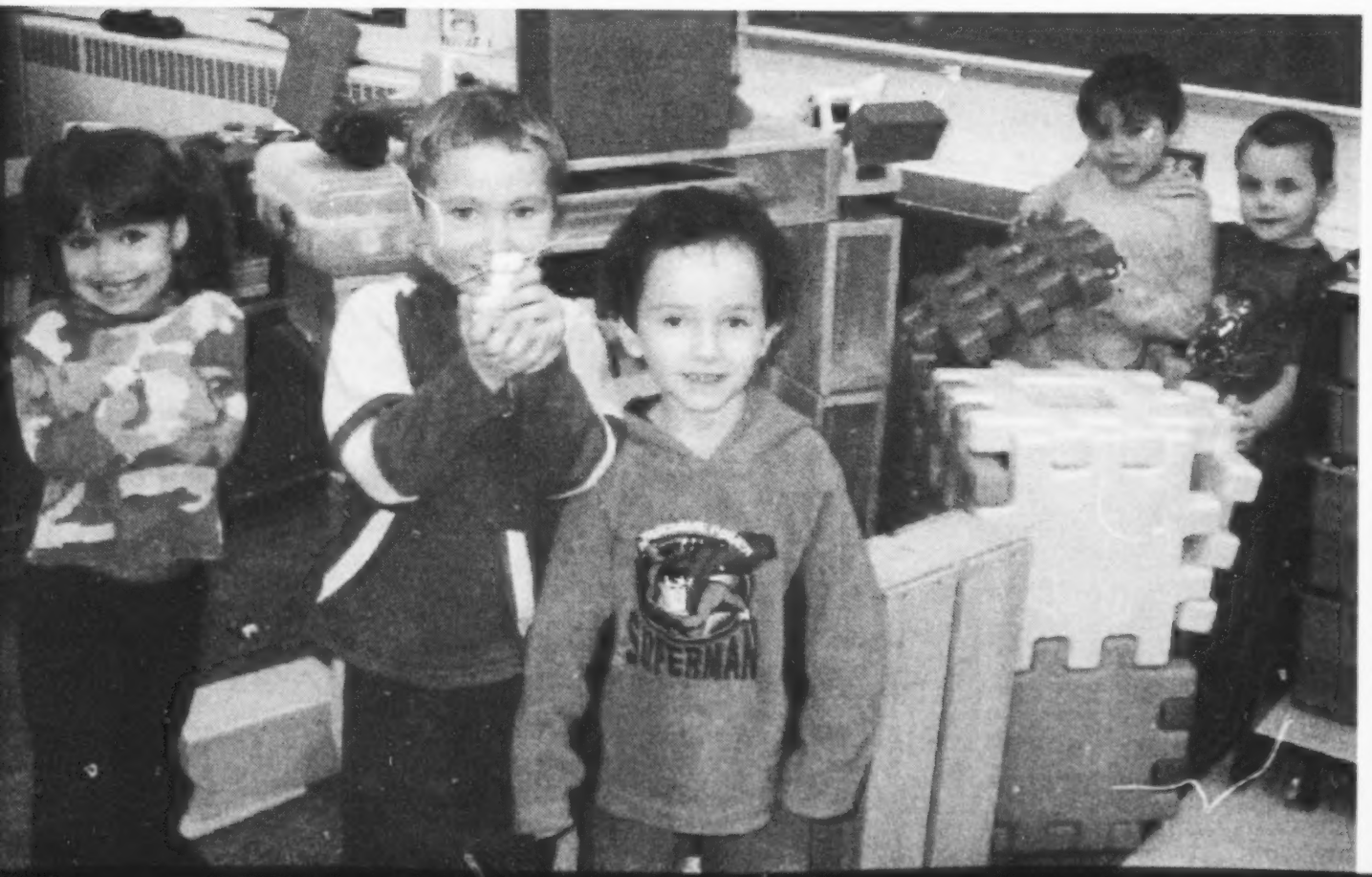
The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to educational opportunities. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2003-2004, through various schools, the branch provided language courses and programs as per Tables 1 and 2 below. During the 2003-2004 school year, the branch was also involved in several additional First Nation languages initiatives. The branch:

- Contributed $352,000 through a contribution agreement with the Council for Yukon First Nations to provide for curriculum development and teacher training for Yukon First Nation second language programs
- Contributed $430,000 for staff salaries to support the Yukon Native Language Centre in its language initiatives;
- Provided $1,938,872 for the salaries of First Nation language teachers;
- Provided professional development for First Nation language teachers and continued to provide direct and indirect support to First Nation language teachers throughout the Yukon

- Budgeted $100,000 and provided financial and technical support directly to First Nations on request, to complete the development of a number of First Nation determined curriculum resource materials to help raise the level of First Nations content and perspectives taught in Yukon schools
- Staffed two First Nation consultant positions whose role it is to provide First Nation culture and language curriculum delivery support to all Yukon teachers and to local First Nation communities as requested
- Provides cross-cultural orientation for all new Yukon teachers and administrators on an annual basis
- Offers an annual summer institute that focuses on sharing and teaching about various aspects of First Nations education with Yukon educators
- In partnership with two First Nations, continues to assist in the development of local culture and language K-12 programs of study that will assist in the teaching of the local Yukon First Nation languages. The programs produced will better reflect a Yukon First Nation context which will assist other local First Nation communities in their future curriculum development initiatives. The curriculum models produced are based on research that examined: the Ontario Native Languages Curriculum; Alberta Learning's Cree Language Curriculum; British Columbia's Second Language Curriculum; the Western and Northern Canadian Protocol Common Curriculum Framework for Aboriginal Cultures and Languages: K-12; and the Dene Kede Curriculum from Northwest Territories.



School	Community	Language Programming
Carcross Community School	Carcross	FSL
Tantalus School	Carmarcks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages 2003-2004 • Source: Yukon Education • ***Note:*** FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Beaver Creek School	Beaver Creek	Northern Tutchone
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Selkirk Elementary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nations Languages 2003-2004 • Source: Yukon Native Language Centre

Special Education

The policy of the Public Schools Branch is to educate students with special needs in the least restrictive and most enabling environment, as far as is practicable. In most cases, this means providing appropriate modifications to programs within the regular classroom in order to meet the unique needs of these students.

The major role of the Special Programs Division is to support the work of school personnel as they plan and implement educational programs for students with special educational needs. This will allow students to benefit from the educational experiences provided by the school.

The staff in the Special Programs Division includes a coordinator of school support services, school psychologists, speech/language pathologists, a consultant for students with hearing impairments, a teacher for students with visual impairments, a physical therapist and an occupational therapist. These consultants provide support through school and classroom visits and through meetings with teachers, parents and other relevant school and/or Public Schools Branch personnel.

The majority of students have their needs addressed in the regular classroom. However, when it is appropriate, the Public Schools Branch provides separate settings for some students. Students placed in the Shared Resource Program require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:

- *Life Skills Programs:* Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills.
- *Behavioural Intervention Programs:* Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances
- *Multi-needs Programs:* Students recommended for these programs have severe and/or multiple handicaps.

In the 2003-2004 school year, the branch delivered the following Shared Resource Programs:

Life Skills

- Elijah Smith Elementary School (primary aged students)
- Takhini Elementary School (intermediate aged students)
- Jack Hulland Elementary School (primary/intermediate aged students)
- Vanier Catholic Secondary School (secondary aged students)
- F.H. Collins Secondary School (secondary aged students)

Behavioural Intervention

- Jack Hulland Elementary School (intermediate age students)
- Riverfront Centre (off campus program for secondary age students) administered by Vanier principal
- Young Offenders Facility/Outreach (Youth Achievement Centre) - teacher supports programming for youth in closed custody and outreach students, administered by Vanier principal

Multi-needs

- Selkirk Elementary School (primary age students)

Students on Individualized Education Plans (IEPs)

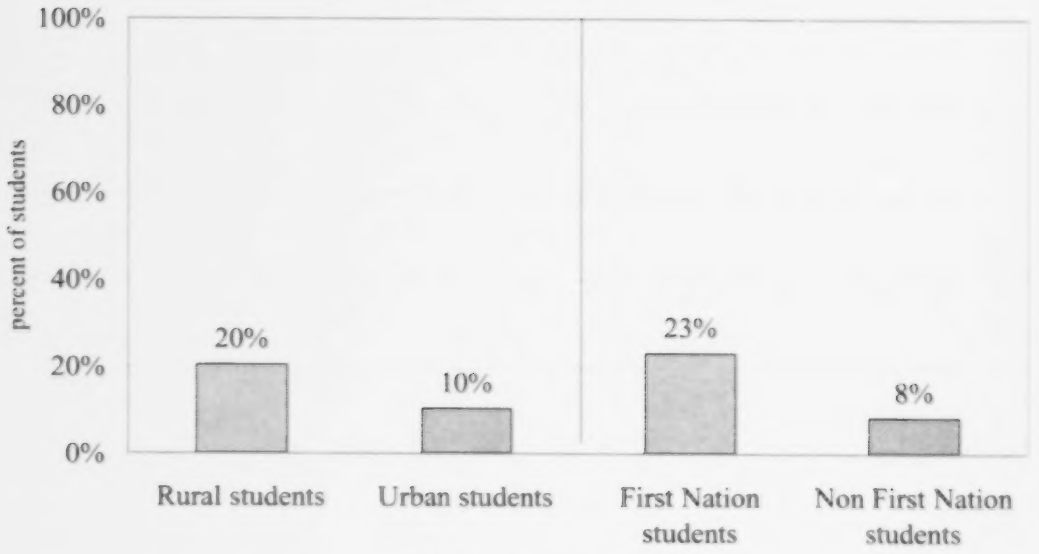
Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

a) the strengths and needs of the student;
b) long-term or annual goals;
c) short-term goals or specific behavioural objectives;
d) suggested instructional materials, methods and strategies including required adaptations and assessment methods;
e) persons responsible for the implementation of the IEP, including parents;
f) the period of time and process for review of the IEP; and
g) parents' written, informed consent for implementation.

IEP's are developed by the school based team (such as Educational Assistants, teachers, principal, etc.), and are agreed to and approved by the parent.

The distribution of students on IEPs varies considerably between Whitehorse and rural Yukon communities. Notable are the following:

- Figure 6 indicates, 20% of all rural students are on IEPs, and 10% of all urban students are on IEPs.
- Figure 6 indicates that 23% of all First Nation Yukon students were on IEPs, whereas 8% of all non First Nation Yukon students were on IEPs.
- Together, these figures indicate that a significant amount of the resources of the Special Programs Division are dedicated to the identified educational needs of rural Yukon students and of First Nation students.



(Figure 6) Source: Yukon Education

Francophone Education

The Yukon Francophone School Board (YFSB) #23 (Commission scolaire francophone du Yukon - CSFY) offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is Yukon's only school board. It operates under the authority of the Minister and has a mandate to provide French First Language (FFL) educational services for the Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon's Francophone community, CSFY administers École Émilie-Tremblay, the territory's only French first-language school. The YFSB is also mandated to support FFL program requests anywhere in the Territory where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse and some FSL program enrichment services are offered in Dawson City.

In 2003-2004, an average of 126 students attended École Émilie-Tremblay under the guidance of 11 teachers and three educational assistants.

During 2003-2004, the Francophone school board pursued a number of initiatives to support French first-language education in the Yukon:

- Expanded and supported 'Le Jardin d'Émilie', a 3-5 pre-school program established to enhance future students' linguistic and socialization skills. This program is funded through the Special Measures of the Bilateral Agreement. 'Le Jardin d'Émilie' has been based at École Émilie Tremblay for the second year;
- Continued the support to the Cultural Integration Program with the objective of adding cultural components in the curriculum and providing co-curricular activities with a French flavor. Through funding from Heritage Canada, a half time 'Animateur culturel' is based at École Émilie Tremblay;
- Supported the second year of TAM, (theatre, arts, drama), a popular experiential program modeled on the existing English MAD program;
- Supported over 30 school activities as well as other youth related community projects; and
- Provided full time kindergarten through a shared cost agreement with the federal government.

In keeping with its strategic plan, the Board proceeded with / continued the following initiatives:

- Maintained a close relationship with the francophone community through membership in the Community Partnership in Education;
- Developed and ratified a number of policies related to board operation; and
- Participated in the activities of the new National Association of Minority French directors of education under the umbrella of Fédération Nationale des Conseils Scolaires (FNCSF). This organization is now considered as the official national representative of French education interests in Canada outside of Quebec.

Priorities for the near future:

- Initiate a review of the Board's position within the organizational framework of the Department after 6 years of operation
- Increase funding of the Board's operational costs for 03-04
- Promote and maintain a high level of academic performance
- Provide increased support for cultural and linguistic activities
- Increase the student population of the school
- Create a mechanism to co-ordinate the variety of Cultural activities in the school community
- Develop an inclusive communication policy for non French speaking parents
- Support early childhood educational / socialization projects
- Rebuild the WEB site
- Work on an agreement with the Department of Education to increase the YFSB's administrative autonomy. (Ex. The CEO of the Board is presently an employee of the YTG)
- Maintain a positive working relationship with our partners (local and national)
- Ensure that our priorities are reflected in the new Bilateral Agreement

Student Achievement Statistics and Educational Indicators

Introduction

This report provides information that relates to assessments mandated by the Department of Education. It does not cover the many other important methods of assessment that exist in Yukon schools. These other methods of assessment range from self-evaluation to teacher observations, and from highly subjective methods to highly objective methods of assessment.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Student Assessment Plan for the 2003-2004 School Year

In keeping with school systems across Canada, the Department of Education mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the department in renewing curriculum and in planning professional development for educators. As well, these provide educators with valuable information that can be used to improve student learning. The branch also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides a good check of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career - the completion of primary, intermediate, junior and secondary years. This testing refers to the Yukon curriculum and therefore is based on what should have been taught and learned.

This plan also makes it possible for the Public Schools Branch to meets its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.

For the 2003-2004 school year, the following assessments were mandated:

Assessment Program	Grades involved
Language Proficiency Index (LPI)	Grades 11 and 12
Yukon Achievement Tests (YAT) Math and Language Arts:	Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grade 12
School Achievement Indicators Program Science	13- and 16-year olds

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in force today, consists of 85 per cent of students demonstrating Successful Performance (i.e. achieving 50% or better) and 20 per cent of students demonstrating Excellent Performance (i.e. achieving 80% or better). Several of the figures in this section provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

a) a bold line indicating the target of 85 per cent of students demonstrating Successful Performance;
b) a dotted line indicating the target of 20 per cent of students demonstrating Excellent Performance
b) a bar indicating success; and
c) a bar indicating excellence.
Taken together, the two components(Success and Excellence) indicate Acceptable Performance.

Achievement in Mathematics and Language Arts - a Grade 3, 6 and 9 overview

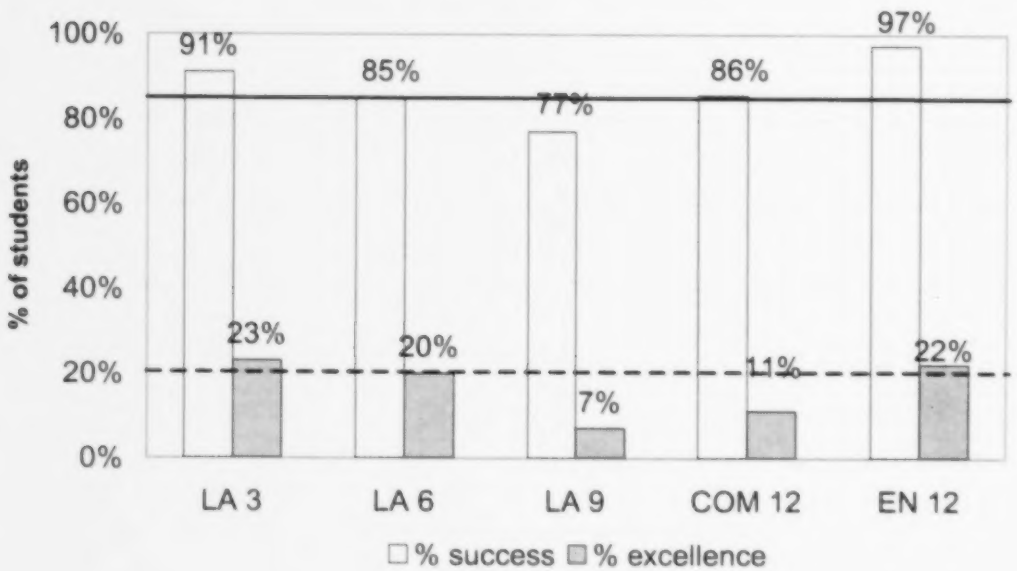
The Public Schools Branch is continuing to focus its curricular attention to the areas of numeracy and literacy. Figures 8 and 9 provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in grades 3, 6, 9 and 12. The figures detail student performance in terms of the Yukon achievement standard outlined above.

Students were slightly below the target standard of Acceptable performance in Language Arts in Grade 9, as well as Mathematics in Grades 6 and 9. Students exceeded the standard of Excellent performance in Language Arts in Grades 3 and 6, and similarly in Mathematics at Grades 3 and 6. Students in Grade 6 and Grade 9 failed to meet the Acceptable standard in Mathematics.

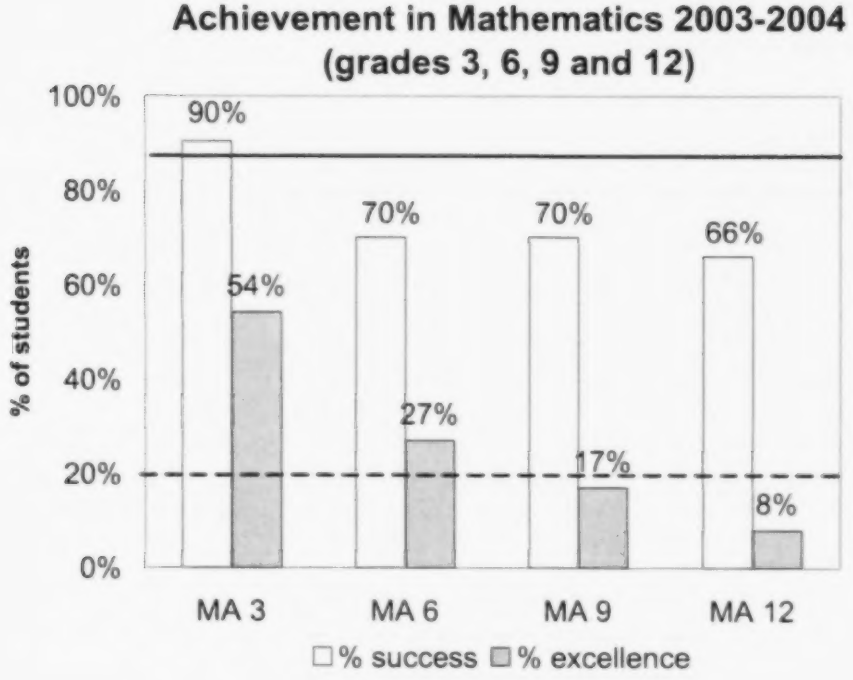
Students in Grade 12 exceeded the Acceptable performance standard in Language Arts (Communications and English), but failed to reach the Acceptable performance standard in Mathematics. As well, students attained the Excellence standard in English 12.

It should be noted that, since 2000-2001, results for Grades 3, 6 and 9 have improved in Mathematics between 4 per cent and 9 per cent over the last five years, and in Language Arts, improvement has ranged from 0 per cent to 6 per cent. In the 2003-04 school year, Yukon students' performance ranged from 1% above to 8 per cent below that of Alberta students (see average score charts in grade specific highlights sections.)

Achievement in Language Arts 2003-2004 (grades 3, 6, 9 and 12)



(Figure 8) Source: Yukon Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.
Together, Success and Excellence make up **Acceptable** performance.
LA means Language Arts, COM means Communications, EN means English



(Figure 9) Source: Yukon Education

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Yukon Achievement Tests at the end of Grade 3 and Grade 6. The Math 9 and English 9 tests are written at the end of the course (i.e. semester or year end) and count as 25% towards the student's final mark for the course. The key purposes of the assessment (using the Yukon Achievement Tests) of student learning against curriculum based standards are:

- to determine if students are learning what they are expected to learn;
- to report to Yukoners how well students have achieved territorial standards at given points in their schooling; and
- to assist schools and the territory in monitoring and improving student learning.

To better understand the results presented in this section, please refer to the *Guidelines for Interpreting Yukon Achievement Test Results* at the end of this report (Appendix 3).

Achievement Test Reporting

Several levels of reports are provided to schools for the Yukon Achievement Tests. The first report is a school level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a student listing, reporting all students' results in that particular school. Lastly is an Individual Student Profile, reporting a single student's results. A copy of this last report is placed in the student's permanent record, and is available for parents to view along with the teacher.

In early October, Curriculum Coordinators provide schools with test item analysis information, and may follow up with meetings and in-servicing either where they feel it is warranted or as requested by schools.

As well, additional reports are produced containing further breakdowns of rural/urban, First Nation results, as well as, for the first time, looking at cohorts of students who wrote this past year that also wrote in the first year, and their performance as a group. This information is contained in this report.

Lastly, where number of students writing permits, individual school-based results are presented in Appendix 4, at the end of this report.

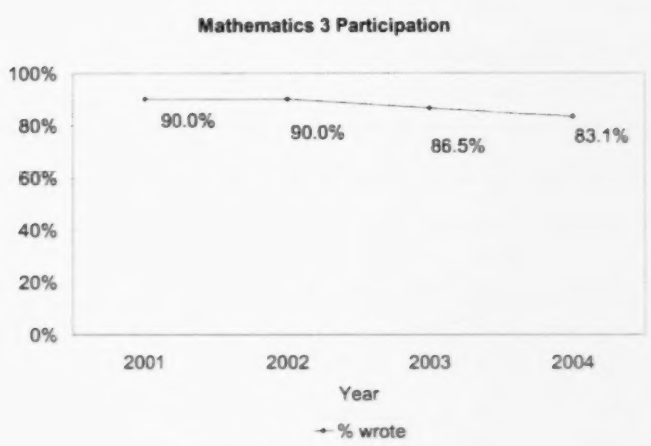
Grade 3 Highlights

Participation:

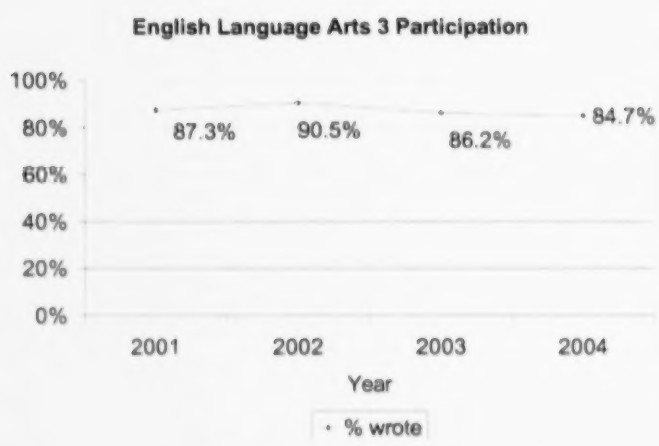
All grade 3 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In grade 3 Mathematics, 260 students, or 83.1%, wrote the test. This participation is down slightly from the past few years. This is also slightly lower than Alberta's participation, which has ranged from 91% to 93% in the previous five years. The number of students exempted in 2004 from the Math test rose to 13.4% (42 students) from 12.1% in 2003.

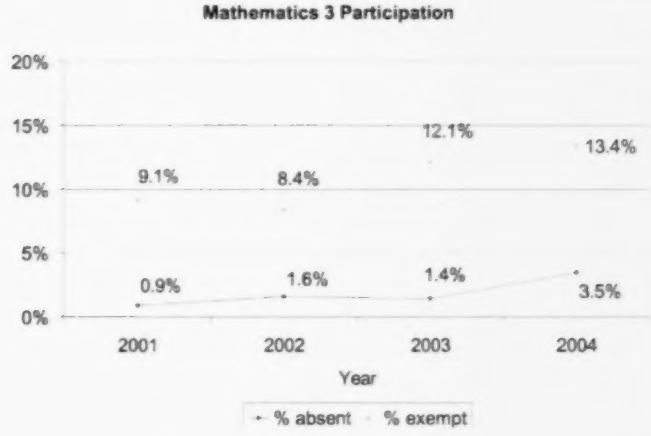
Language Arts: In grade 3 Language Arts, 266 students, or 84.7%, wrote the test. This participation is down slightly from the 2003 year, when it stood at 86.2%. This is also lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years .The number of students exempted in 2004 from the Language Arts test rose to 14.0% (44 students) from 12.7% in 2003.



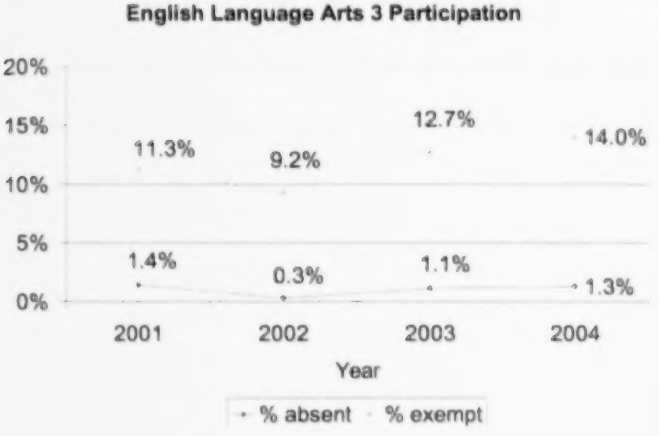
(Figure 10a) Source: Yukon Education



(Figure 11a) Source: Yukon Education



(Figure 10b) Source: Yukon Education



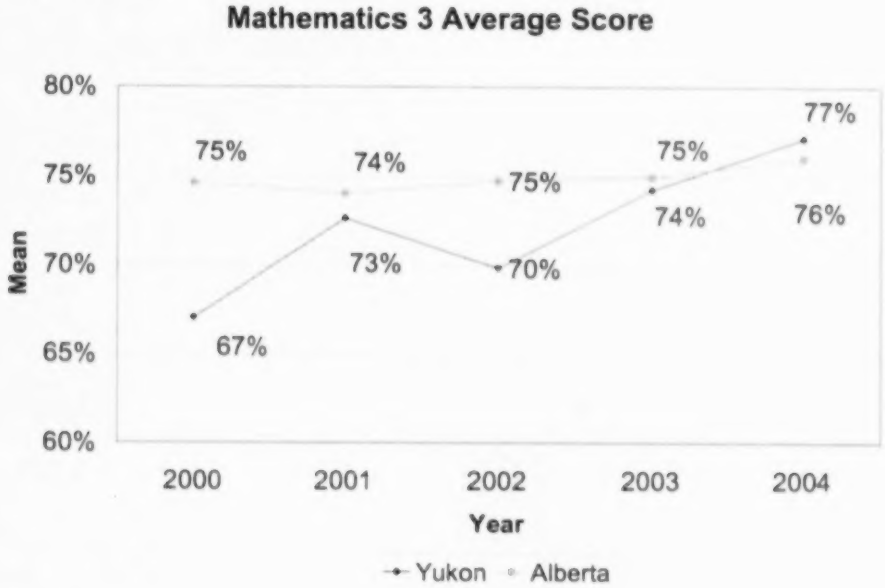
(Figure 11b) Source: Yukon Education

Trend Analysis:

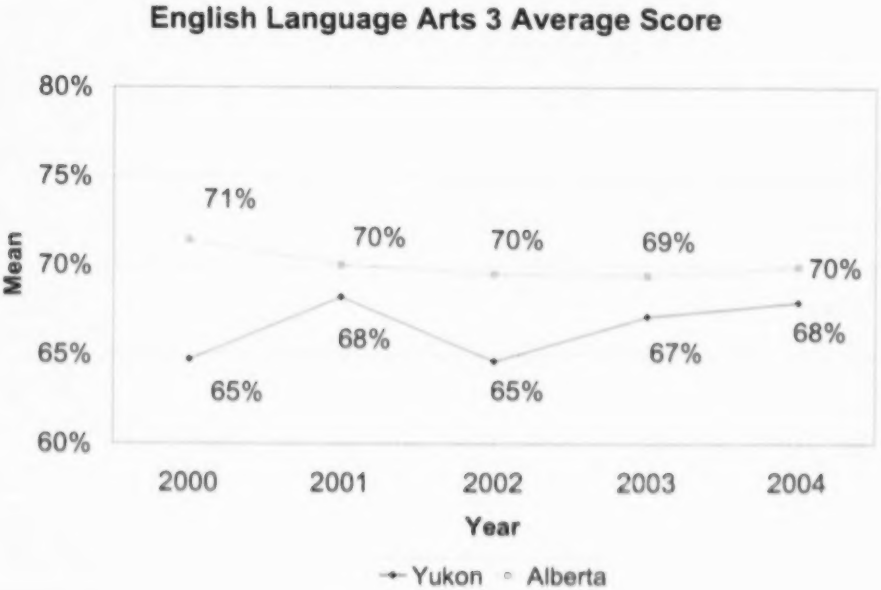
Math: In Mathematics 3, the Yukon aggregate average score has increased by 10%, from 67% in 2000 to 77.1% in 2004. The Alberta aggregate average score has remained fairly constant over the same period at around 74.6%. The Yukon score of 77.1% in 2004 is higher than the Alberta average of 76% for the same year.

Language Arts: In Language Arts 3, the trend in the Yukon aggregate average score has increased slightly to 67.9% in 2004 from 67.1% in 2003. Overall, the Yukon average has increased from 64.7% in 2000 to 67.9% in 2004. The Alberta aggregate average score has declined slightly over the last four years from 71.4% in 2000 to 69.9% in 2004.

Comparison of Averages:



(Figure 12a) Source: Yukon Education

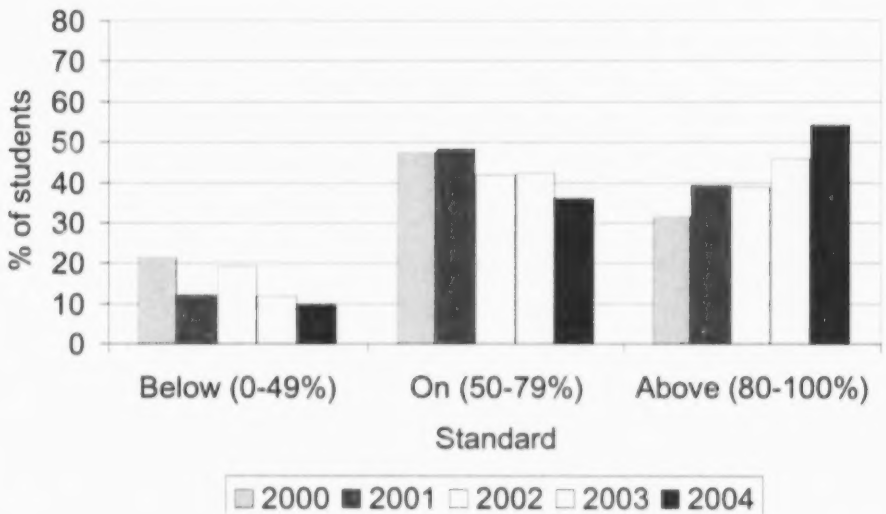


(Figure 12b) Source: Yukon Education

Distribution:

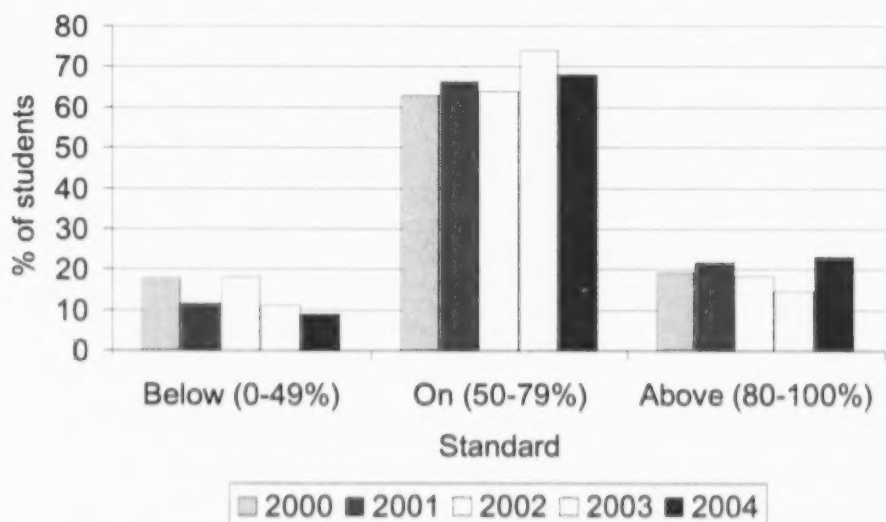
YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at grade 9, and for the grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Math 3 - Yukon Distribution of Results



(Figure 13a) Source: Yukon Education
Alberta distribution of results is not available, as their standards differ

Language Arts 3 - Yukon Distribution of Results



(Figure 13b) Source: Yukon Education

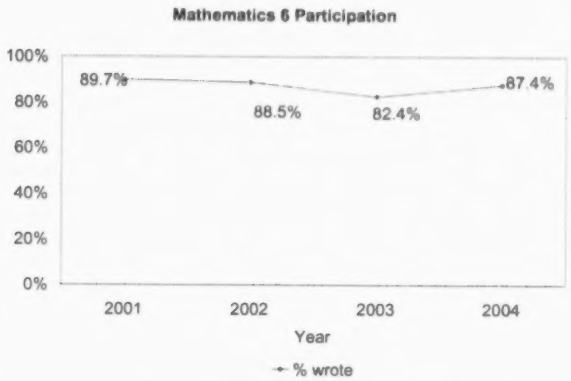
Grade 6 Highlights

Participation:

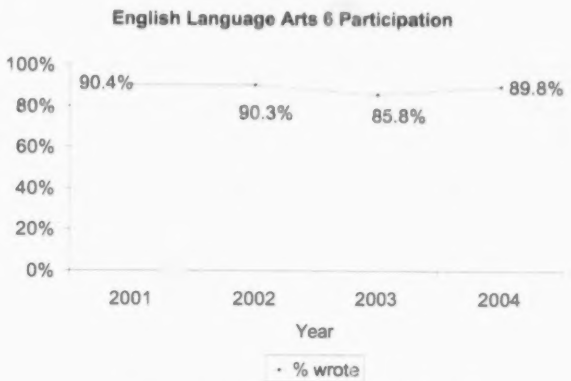
All grade 6 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In grade 6 Mathematics, 325 students, or 87.4%, wrote the test. This participation is up from the 2003 year figure of 82.4%. Yukon participation is below the Alberta rate of 90.7%. The number of Yukon students exempted in 2004 from the Math test has dropped to 12.9%, from 15.5% in 2003.

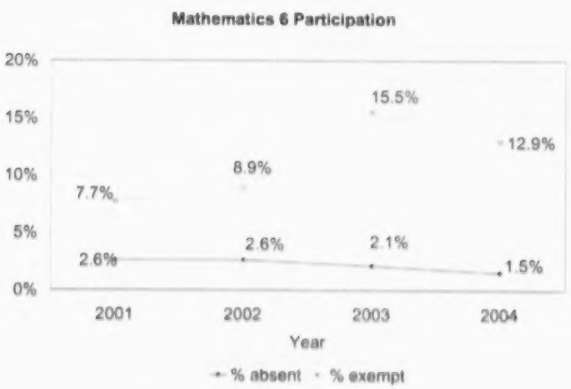
Language Arts: In grade 6 Language Arts, 361 students, or 89.8%, wrote the test. This participation is higher than the 2003 year, when it stood at 85.8%. Yukon participation is below the Alberta rate of 91%. The number of Yukon students exempted in 2004 from the Language Arts test has dropped to 9.4% from 13.5% in 2003.



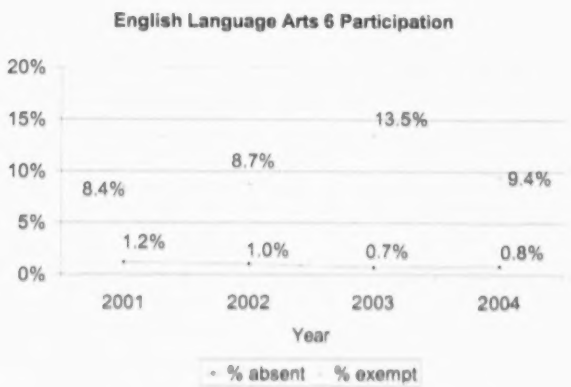
(Figure 14a) Source: Yukon Education



(Figure 15a) Source: Yukon Education



(Figure 14b) Source: Yukon Education

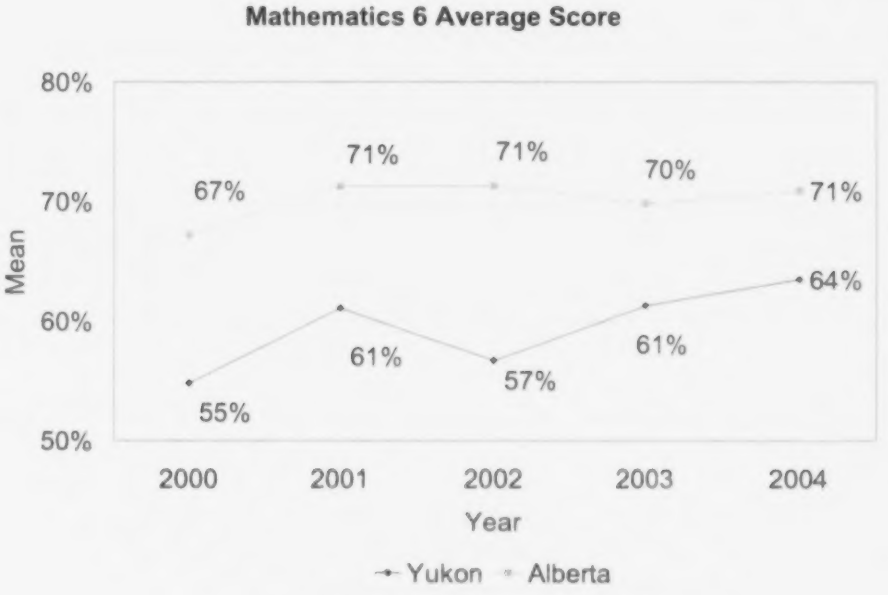


(Figure 15b) Source: Yukon Education

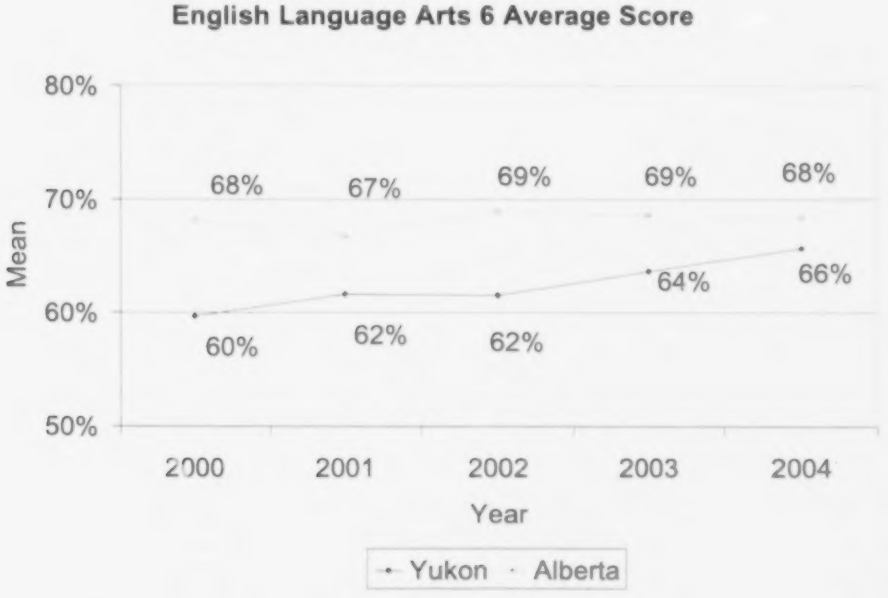
Trend Analysis:

Math: In Mathematics 6, the Yukon aggregate average score has increased almost 10%, from 54.8% in 2000 to 63.5% in 2004. The Alberta aggregate average score has remained fairly stable at around 70% for the same period.

Language Arts: In Language Arts 6, the Yukon aggregate average score has continued to increase, from 59.7% in 2000 to 65.7% in 2004. The Alberta aggregate average score has remained fairly constant over the same period at around 68%.



(Figure 16a) Source: Yukon Education

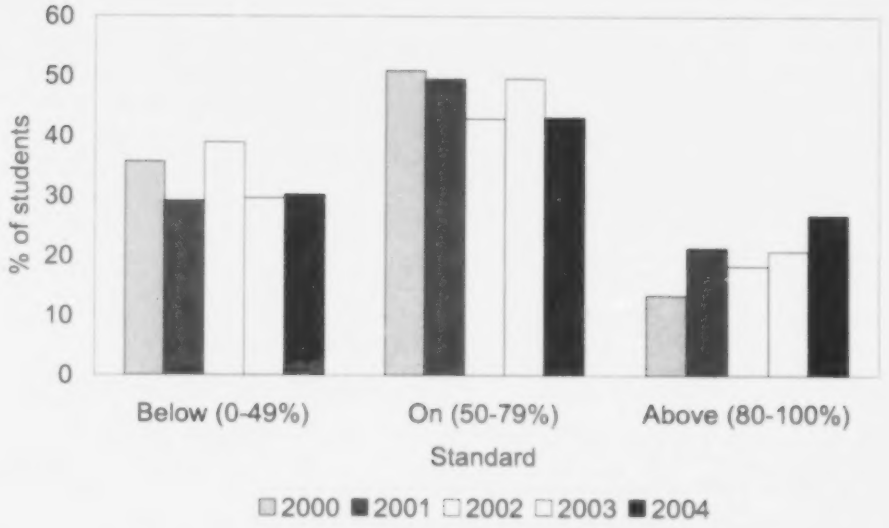


(Figure 16b) Source: Yukon Education

Distribution:

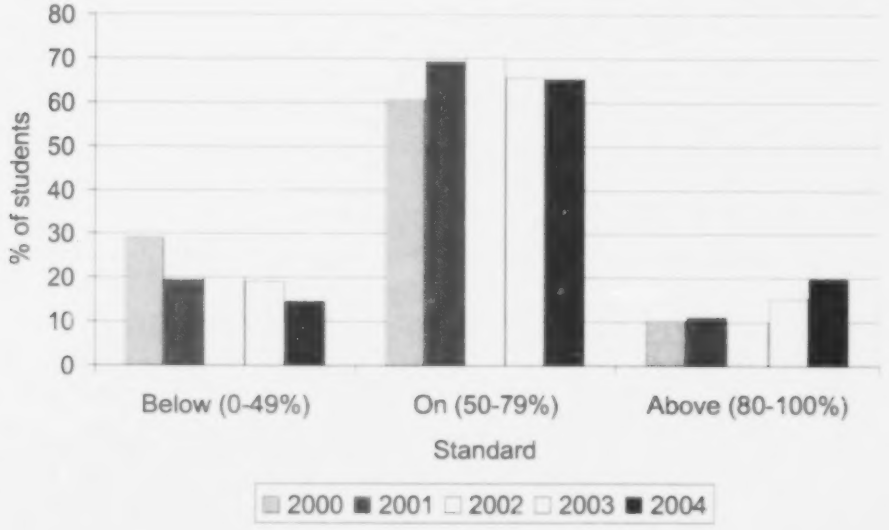
YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at grade 9, and for the grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Math 6 - Yukon Distribution of Results



(Figure 17a) Source: Yukon Education
Alberta distribution of results is not available, as their standards differ from those of the Yukon

Language Arts 6 - Yukon Distribution of Results

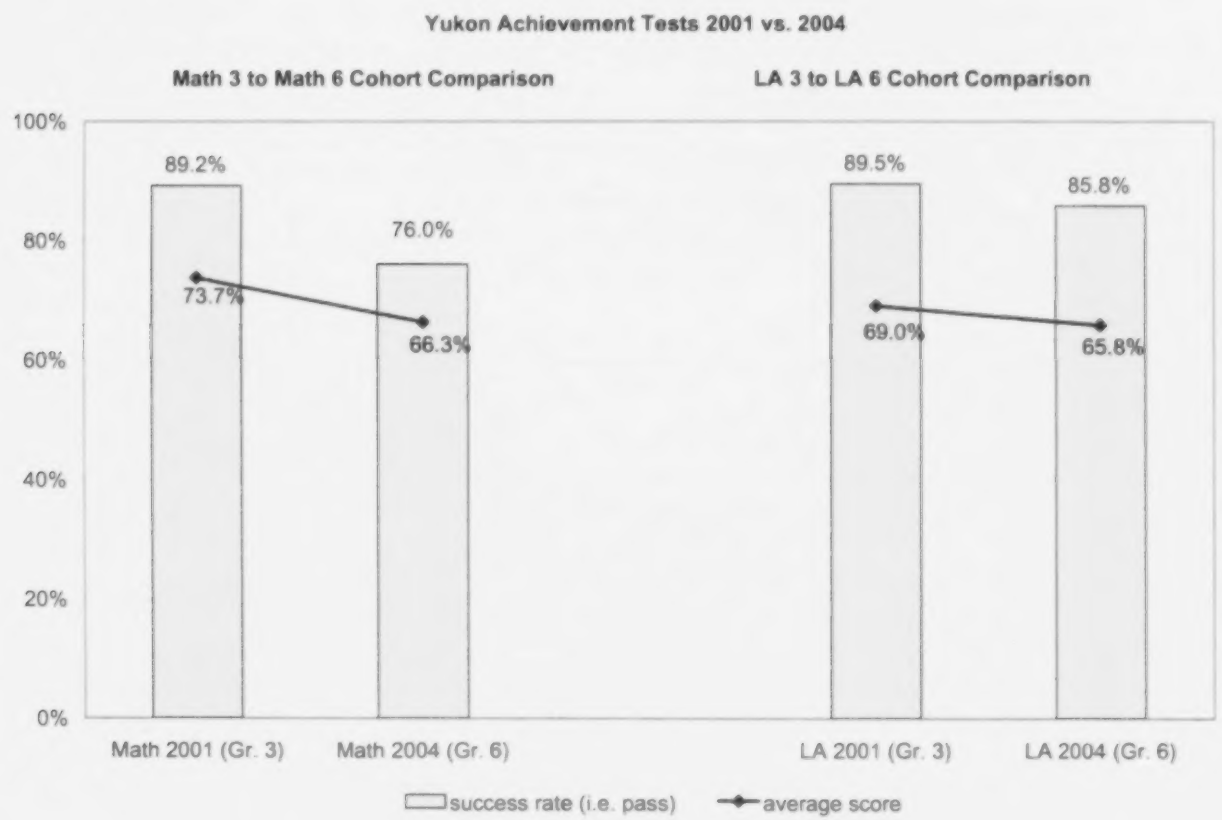


(Figure 17b) Source: Yukon Education

Cohort Comparisons

As this is the fifth year of Yukon students writing the Yukon Achievement Tests, we are able to continue to present results for the same group of students (as a cohort) who wrote both in 2001 and in 2004. These students would have participated in the Math 3 and Language Arts 3 tests in the second year of testing, and subsequently written the grade 6 tests 3 years later. A similar comparison can be drawn between a grade 6 cohort of students from 2001 and grade 9 from 2004, and is detailed in the grade 9 highlights section.

Generally, in both the grade 3 and grade 6 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2001 and 2004, both in terms of average score and success rates.



(Figure 17c) Source: Yukon Education

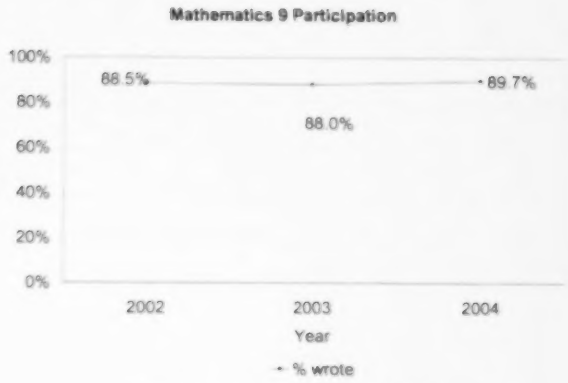
Grade 9 Highlights

Participation:

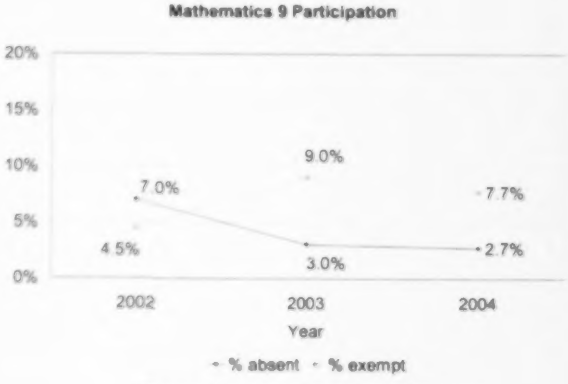
All grade 9 Yukon students enrolled in Principles of Math 9 and English 9 are expected to participate in the YAT testing. For Math 9, this figure represents approximately 85% of the grade 9 enrollment, as some students are enrolled in optional Math courses. For English 9, all students are expected to write the test. A small number of students, who may not benefit from the testing may be exempted by the school

Math: In grade 9 Mathematics, 338 students, or 89.7%, wrote the test. Alberta participation rates are reported at 87% by Alberta Learning. The number of Yukon students exempted in 2004 from the Math test has dropped slightly from 9.0% in 2003 to 7.7% in 2004. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the grade 9 level.

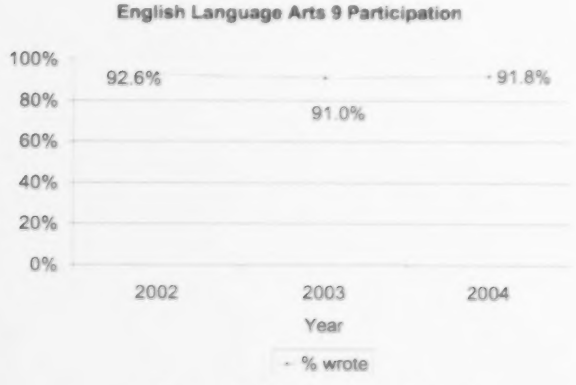
Language Arts: In grade 9 Language Arts, 358 students, or 91.8%, wrote the test. Alberta participation rates are reported at 87.3% by Alberta Learning. The number of Yukon students exempted in 2004 from the Language Arts test has also dropped slightly from 5.9% in 2003 to 3.8% in 2004. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the grade 9 level.



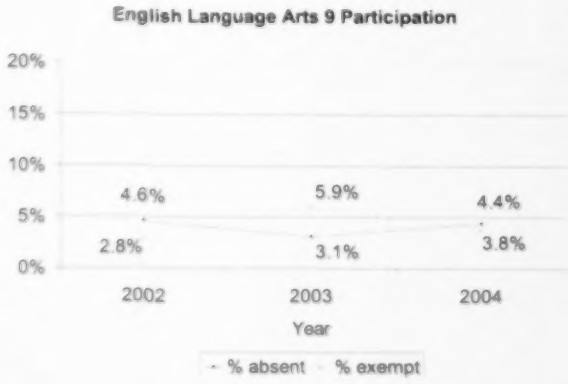
(Figure 18a) Source: Yukon Education



(Figure 18b) Source: Yukon Education



(Figure 19a) Source: Yukon Education



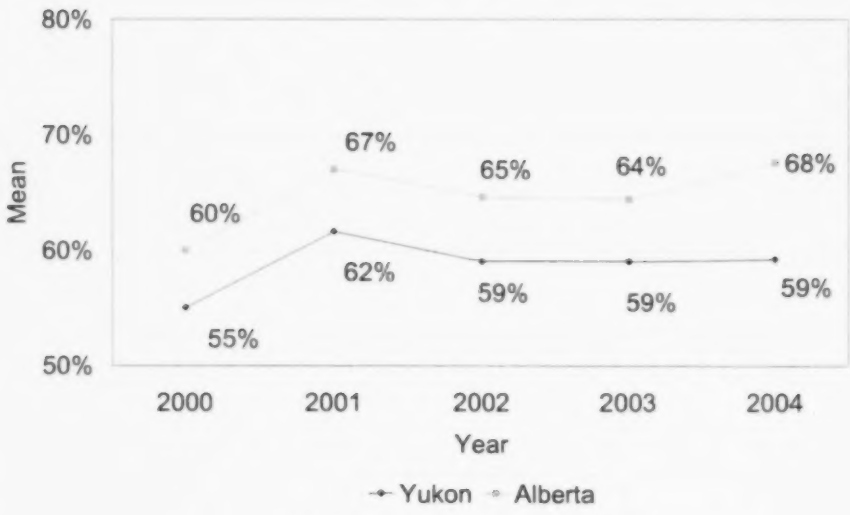
(Figure 19b) Source: Yukon Education

Trend Analysis:

Math: The 2004 Yukon score has remained stable for the past three years at 59%, up from the initial average score of 55% in 2000. The Alberta average score has followed a similar trend as the Yukon score, with a small increase in 2004 to 67.6% from 64.4% in 2003.

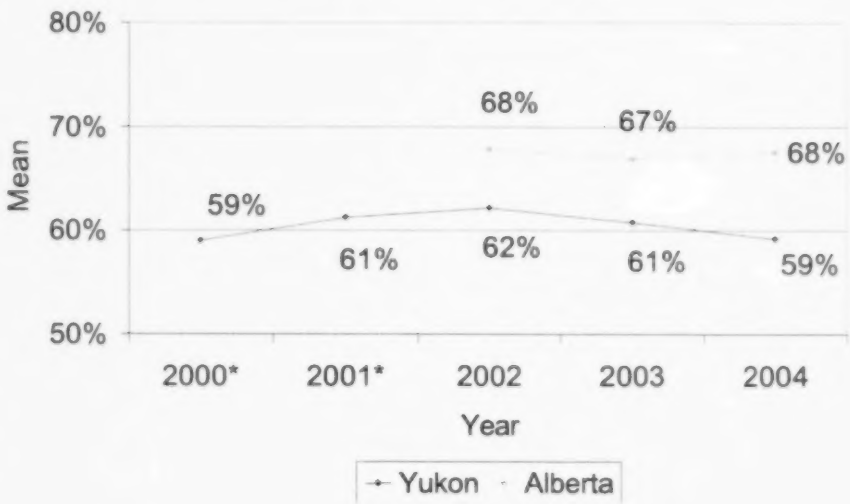
Language Arts: In Language Arts 9, this is the third year that Yukon students wrote the Alberta test. Prior to that the English 9 test was locally developed. The Yukon score for Language Arts 9 in 2004 stood at 59.2%, which is slightly down from the score of 60.8% in 2003. The score for Alberta students in 2003 was 66.7%.

Mathematics 9 Average Score



(Figure 20a) Source: Yukon Education

English Language Arts 9 Average Score



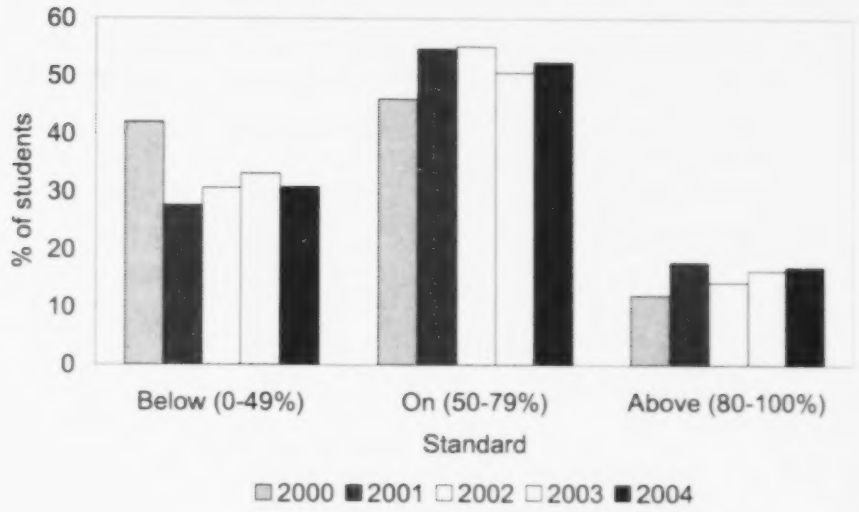
(Figure 20b) Source: Yukon Education

2002 was the first year for the Yukon's use of the Alberta YAT 9 test for Language Arts. Previous year's tests were locally developed, therefore comparisons to Alberta are unavailable for 2000 and 2001

Distribution:

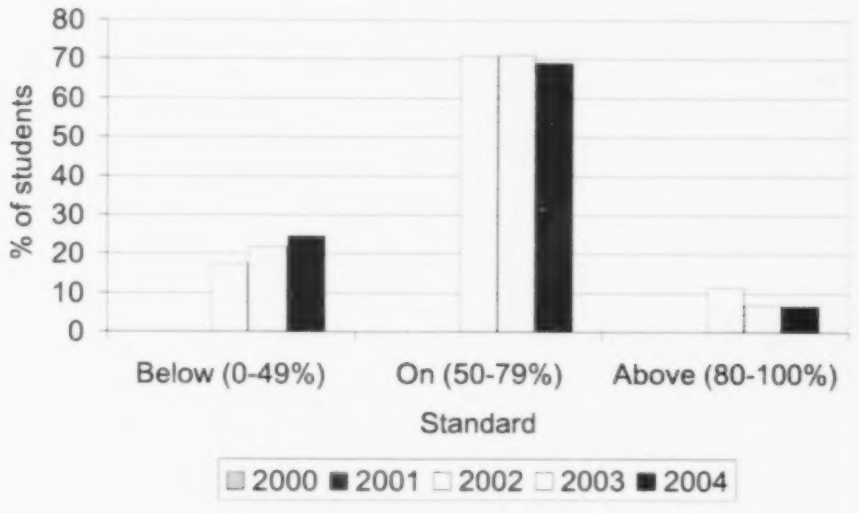
YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at grade 9, and for the grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).

Math 9 - Yukon Distribution of Results



(Figure 21a) Source: Yukon Education

Language Arts 9 - Yukon Distribution of Results

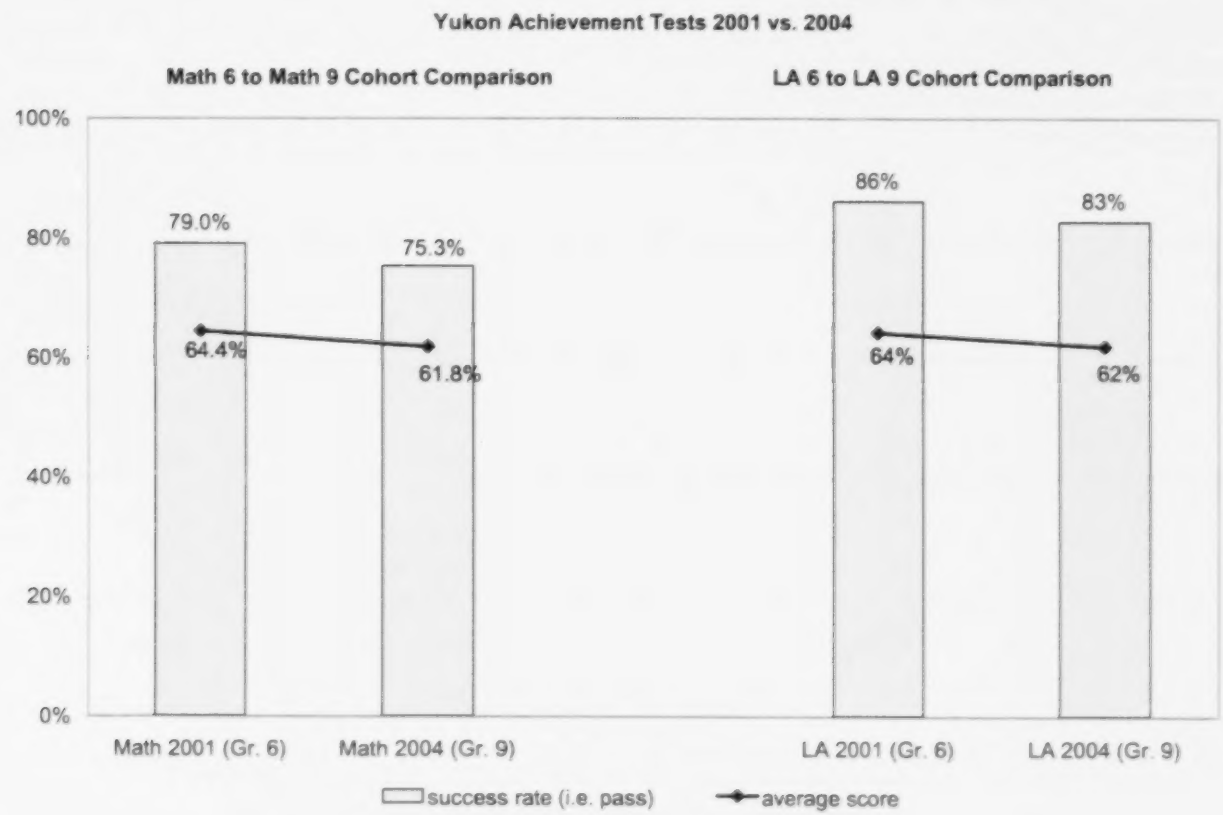


(Figure 21b) Source: Yukon Education

Alberta distribution of results is not available, as their standards differ from those of the Yukon

Cohort Comparisons

Generally, in both the grade 6 and grade 9 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2001 and 2004.



(Figure 21c) Source: Yukon Education

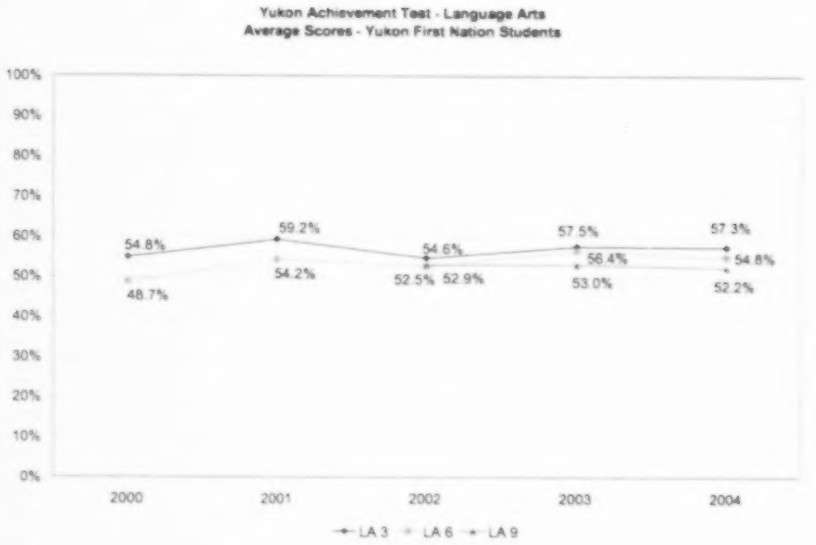
Achievement - A First Nation Perspective

Figures 22a through 24 are provided in order to allow comparisons between the performance of First Nation and that of non-First Nation students for the 2003-2004 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts. The first two figures represent the average score of First Nation students on both the Math and Language Arts Achievement tests. These figures indicate that First Nation students are achieving at a higher level in mathematics than they have in previous years, and that their achievement in Language Arts has remained fairly constant.

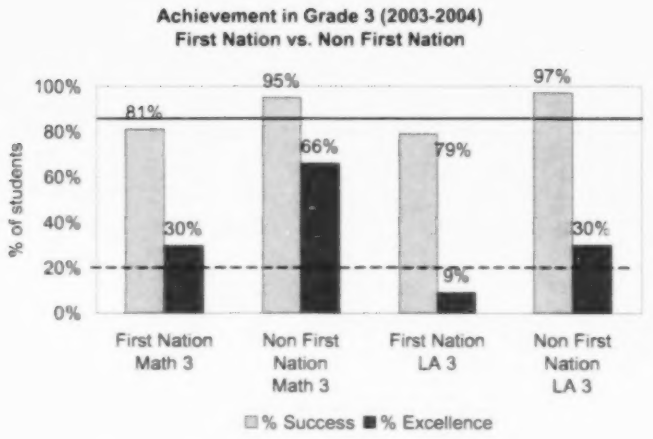
Generally, in Grade 3, First Nation students performed below the established standard of *Acceptable* performance, while non-First Nation students performed above the standard of *Acceptable* performance. In grades 6 and 9 the achievement of First Nation and non-First Nation students failed to meet the expected standard of *Acceptable* performance, with the exception of non-First Nation students in Language Arts 6.

First Nation students in Math 3, and non-First Nation students in Math 3, Language Arts 3, Math 6 and Language Arts 6, exceeded the expected standard of *Excellent* performance. Although additional research will be required to fully understand the causes, the attendance information provided in Figures 37a and 37b highlight one factor that is possibly responsible.

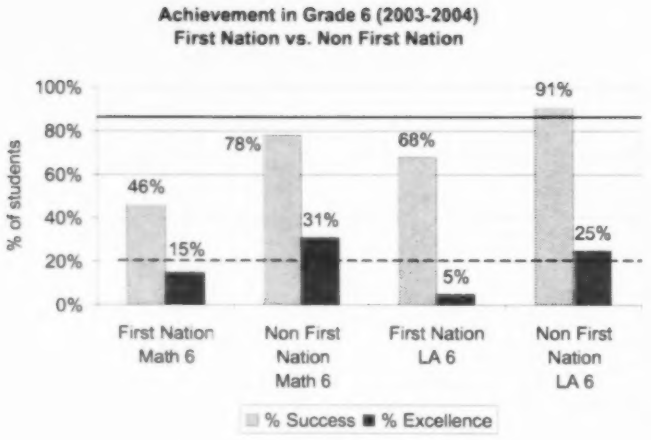
(Figure 22a) Source: Yukon Education



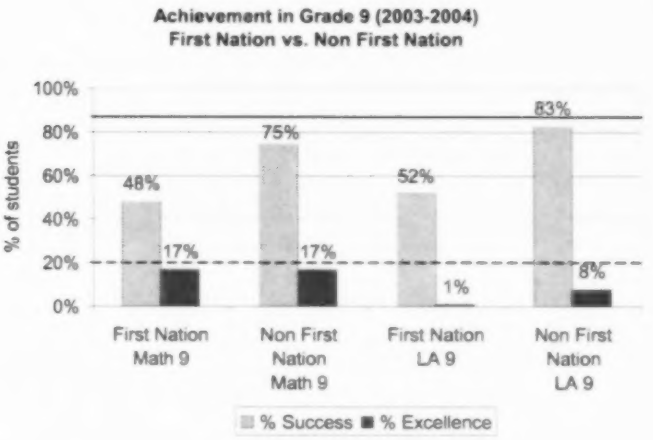
(Figure 22b) Source: Yukon Education



(Figure 23a) Source: Yukon Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.
Together, Success and Excellence make up **Acceptable** performance.
First Nation ancestry is based on self-identification.



(Figure 23b) Source: Yukon Education



(Figure 24) Source: Yukon Education

British Columbia Provincial Exams (BCPE)

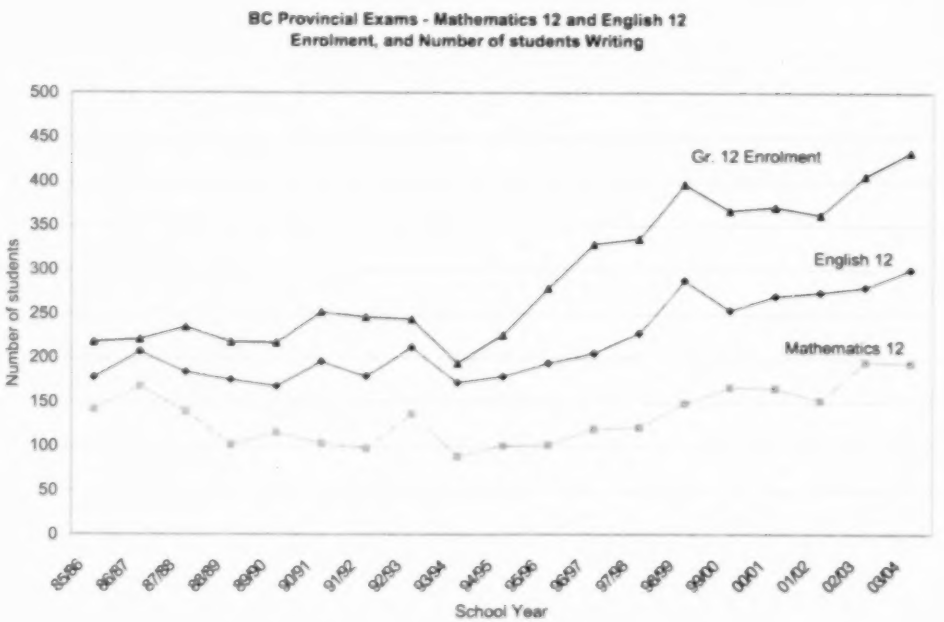
As the BC Program of Studies form the basis of the Yukon curriculum, Yukon students enrolled in a Grade 12 Provincially examinable course are expected to write the BC Provincial Exams. These exams are written at the end of the course (i.e. semester or year end) and count as 40% towards the student's final mark for the course. The BC Provincial Exam program: ensures that Grade 12 students meet consistent provincial standards of achievement in academic subjects; ensures that graduating students from all schools will be treated equitably when applying for admission to post secondary institutions; and responds to strong public concerns for improved standards of education.

Grade 12 Highlights

Participation:

All grade 12 Yukon students enrolled in a Provincially examinable course are expected to write the BC Provincial Exams. Participation rates are difficult to determine for grade 12 students, as not all students are required to enroll in these courses. Students generally enroll in these courses if they are required for their specific graduation program, or as a requirement of entry to a post secondary institution.

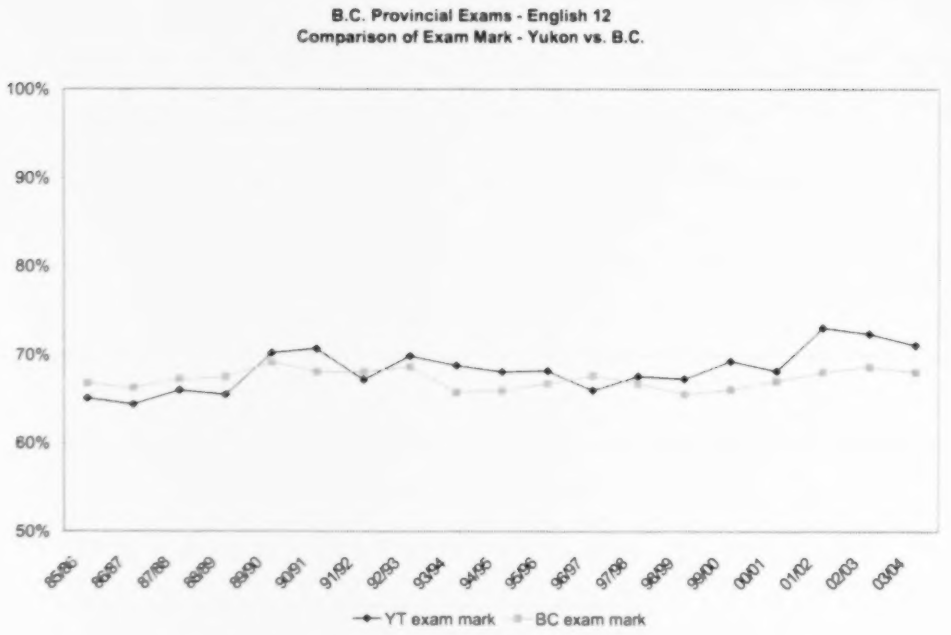
We can however track participation over time in terms of the number of students writing versus the grade 12 enrolment over time. The information retained over the past 15 years indicates that registrations in these courses has remained fairly constant, and increases and decreases at approximately the same rate as the enrolment. For the purpose of this report, with the focus on numeracy and literacy, registration information has been provided for the English 12 and Mathematics 12 exams. Figure 25 shows the number of Yukon students writing these exams compared to the grade 12 enrolment over time.



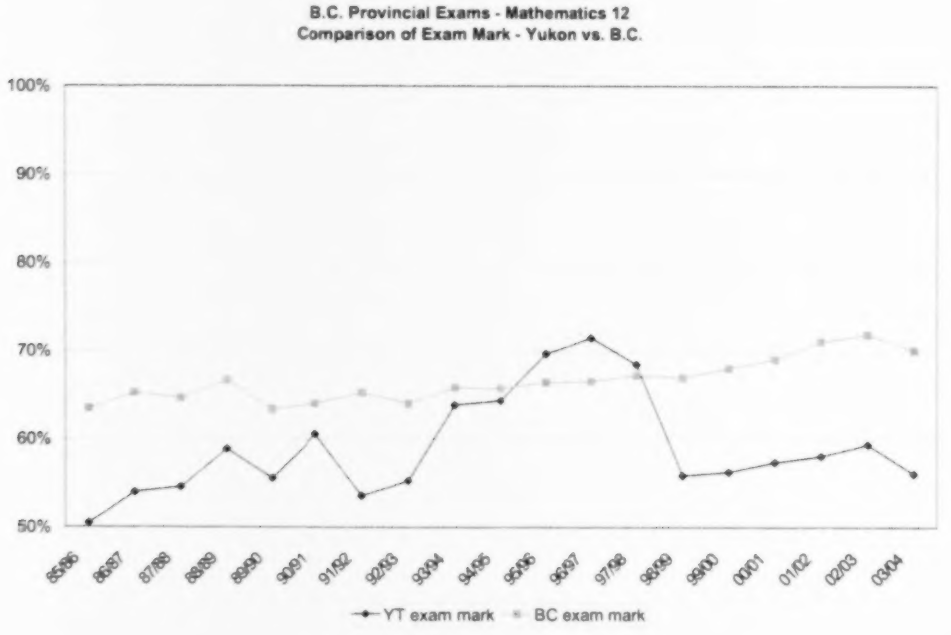
(Figure 25) Source: Yukon Education

Trend Analysis:

With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, with the focus on numeracy and literacy, trend information has been provided for the English 12 and Mathematics 12 exams. Figures 26 and 27 show the Yukon average score and the BC average score over time for these two exams.



(Figure 26) Source: Yukon Education

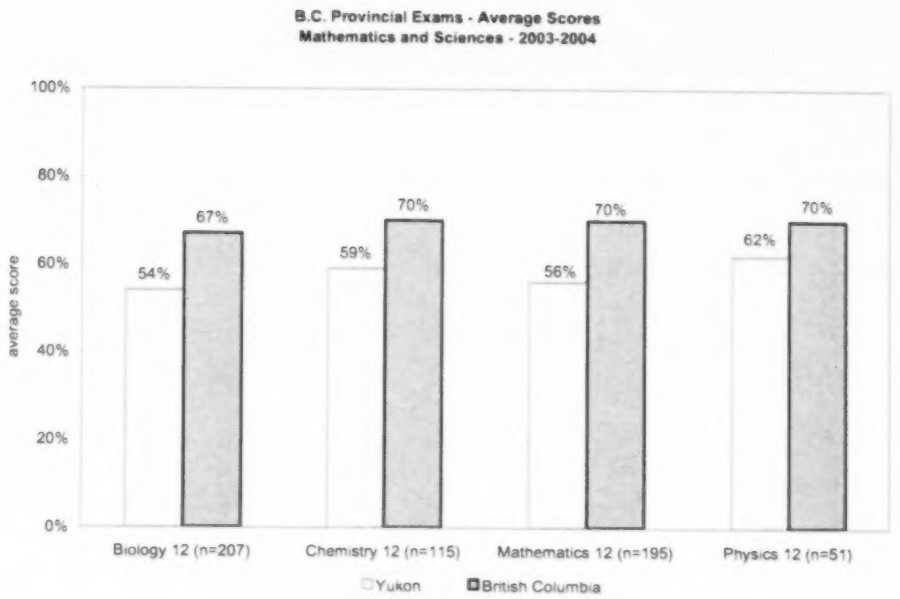


(Figure 27) Source: Yukon Education

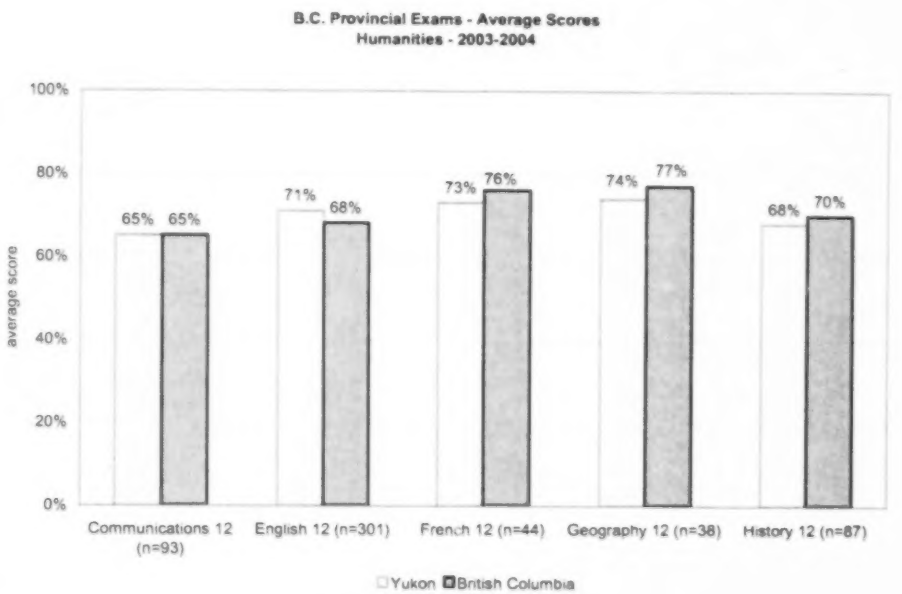
Comparison of Averages

Figures 28 and 29 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2003-2004, the number of Yukon students writing exams ranged between 9 (Applications of Math 12) and 301 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted, that the number of Yukon First Nation students writing the various exams is too small to allow comparisons on the basis of ethnicity.

Although this report does not contain detailed information (beyond the reporting of averages in figures 28 and 29) to allow comparisons between Yukon and British Columbia students over time, the following summary is provided to give the reader a general sense of Yukon students' performance.



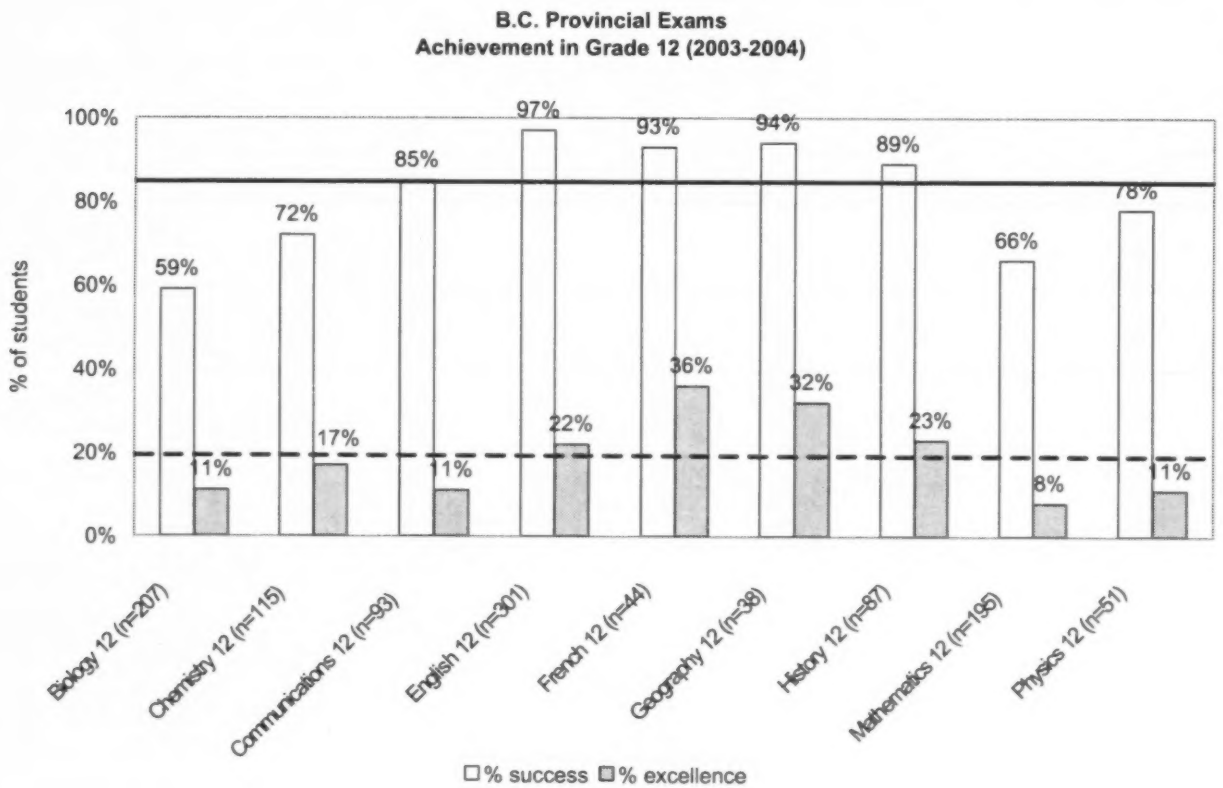
(Figure 28) Source: Yukon Education



(Figure 29) Source: Yukon Education

Results from 1996-1997 through 2003-2004 school years show that:

- In Biology 12, Yukon students performed between 3 per cent and 13 per cent lower than BC students.
- In Chemistry 12, Yukon students performed between 8 per cent and 11 per cent lower than BC students.
- In English 12, Yukon students performed between 2 per cent lower and 5 per cent higher than BC students.
- In Mathematics 12, Yukon students performed between 4 per cent higher and 14 per cent lower than BC students.
- In Physics 12, Yukon students performed between 4 per cent and 11 per cent lower than BC students.

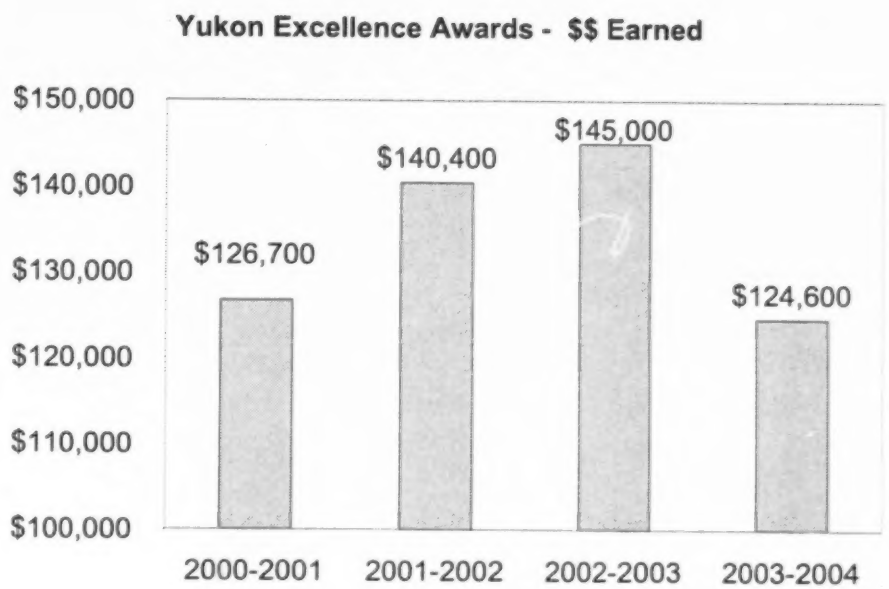


(Figure 30) Source: Yukon Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.
Together, Success and Excellence make up **Acceptable** performance.

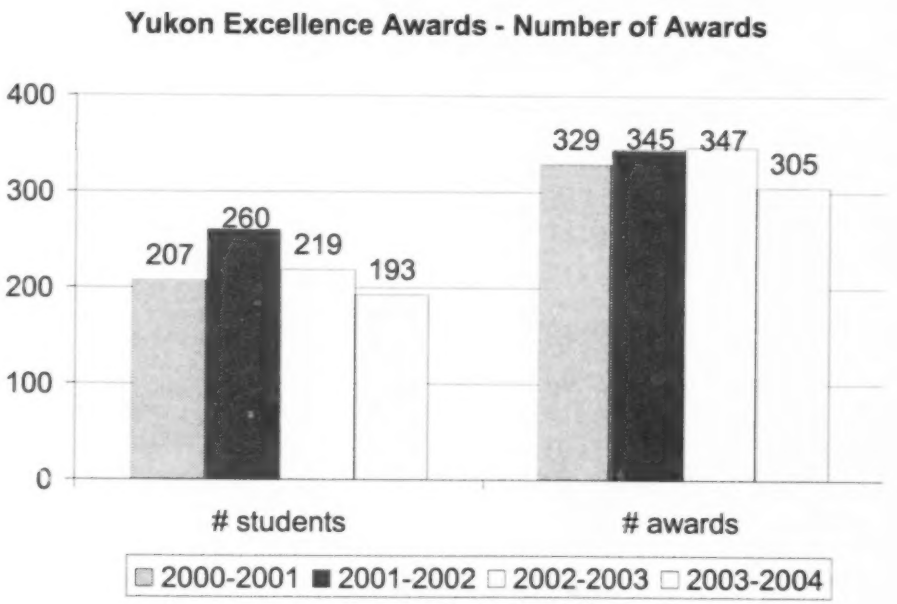
Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80 per cent or above.

For the 2003-2004 school year, 193 students earned 305 awards, totaling $124,600. This is a decrease of 42 awards from the previous school year. Specifically, there were 93 awards at the Grade 9 level and 212 awards at the Grade 12 level.



(Figure 31) Source: Yukon Education



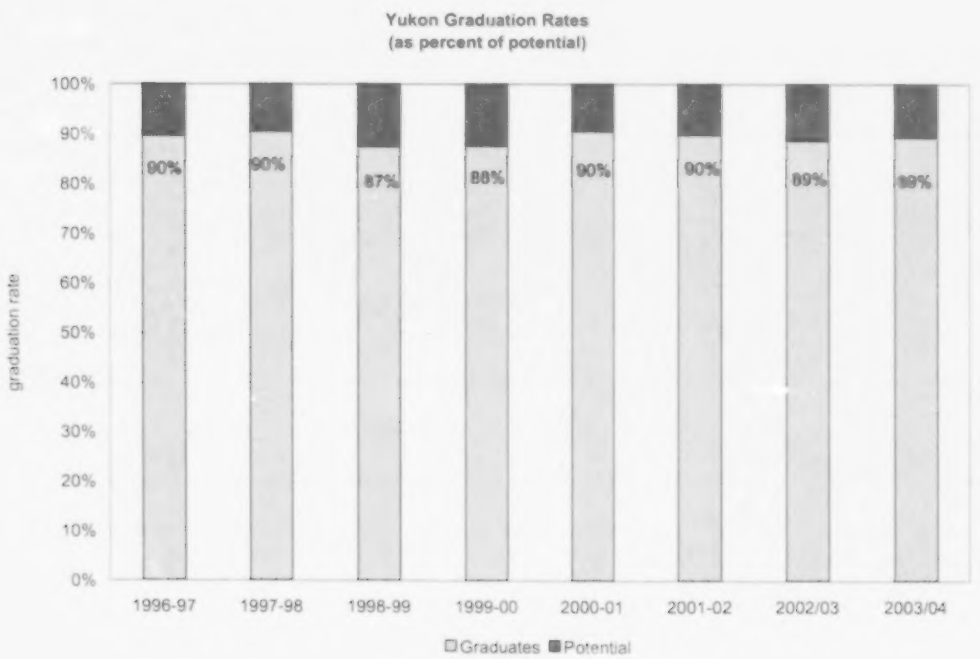
(Figure 32) Source: Yukon Education

Graduation

Yukon students follow the British Columbia Ministry of Education graduation requirements. The mix of Foundation and Selected Studies courses enables students to meet the expectations of completing the basic academic core courses (Foundation Studies) of Language Arts, Mathematics, Science, Fine Arts and Applied Skills, and Career and Personal Planning, as well as a selection of optional courses (Selected Studies) in the areas of their choosing. In order to complete graduation, students must accumulate the required total of 52 credits under this program.

Figure 35 below provides a comparison over time of Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate. Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

Over the last seven-year period graduation rates have remained fairly constant, ranging from 87 per cent to 90 per cent. During the same period, British Columbia graduation rates ranged from 92 to 94 per cent.



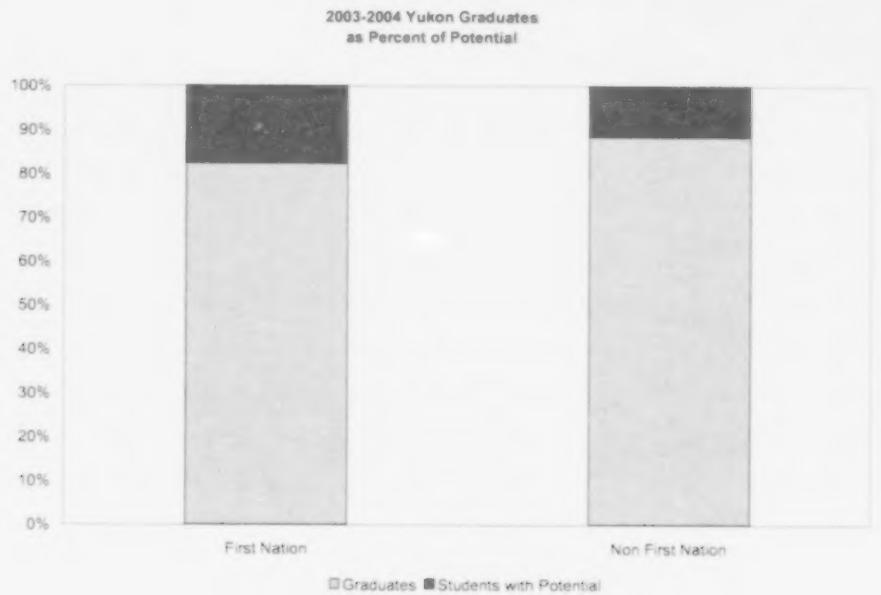
(Figure 35) Source: Yukon Education

Note: Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

First Nation Graduates

In 1996-1997 school year, 8 per cent of the students who graduated were of First Nation ancestry. In 2000-2001 school year, 16 per cent of the students who graduated were of First Nation ancestry. For the 2003-2004 school year, this figure has increased to 17% of graduates being of First Nation ancestry, up from 11% in 2002-2003.

A more direct comparison of First Nation graduation success can be measured in the same fashion as for total Yukon grads, by comparing the number of graduates to those with the potential to graduate (see figure 36). For the 2003-2004 school year, 82% of First Nation students with the potential to graduate were successful at meeting the requirements of graduation. This compares with 88% for non-First Nation students.



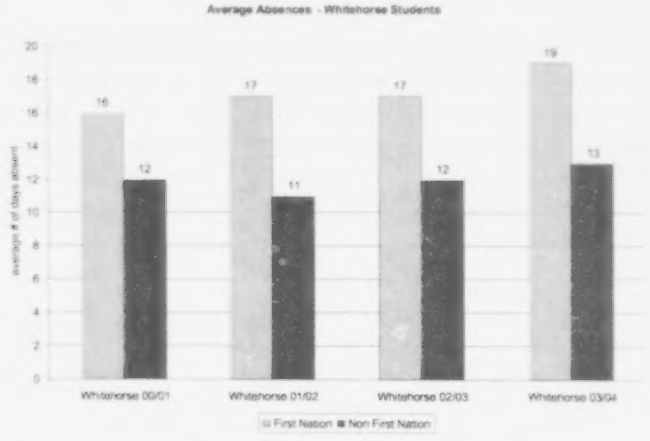
(Figure 36) Source: Yukon Education

Student Attendance

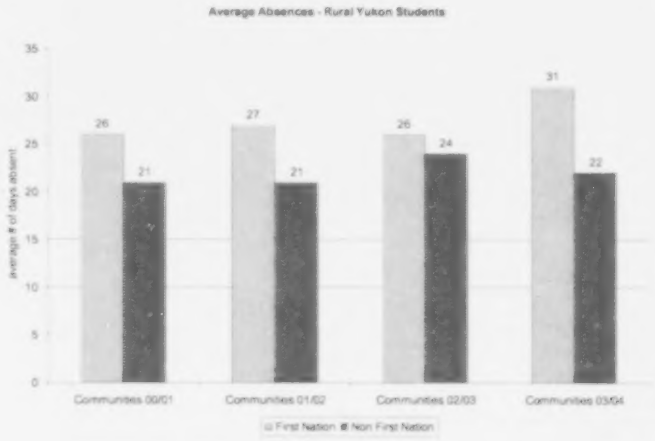
Attendance is an important educational success indicator. At the moment, collecting and reporting attendance information presents considerable challenges.

- This is the fourth year that attendance data is available from the Student Information Management System (SIMS) and therefore, caution should be exercised in drawing trend conclusions.
- Not all schools record absenteeism in the same manner. As a result, it is likely that some absenteeism is not fully captured within SIMS.
- Secondary school attendance reporting has been aligned so that they are all capturing period attendance and converting that to daily attendance in quarter day increments. This has resulted in a more accurate capture of missed portions of days and has in some cases resulted in higher, and likely more accurate, reporting on absenteeism.
- A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that the impact of these few students on the overall statistic is small.

During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted. For the 2001-2002 school year, additional work was undertaken to ensure that more accurate information was collected at the school level. For the 2002-2003 school year, an even closer look was taken at attendance recording. With this in mind, a revised, and more accurate, system of reporting has been used for the last two years, and applied to previous year's data. This has resulted in a slight adjustment to data contained in previous year's reports. Figures 37a and 37b below show that absenteeism for the past four years is greater in rural communities than in Whitehorse and that First Nation students, on average, miss more days of school than their non-First Nation counterparts. First Nation students in the communities are absent approximately five weeks a year, or almost 10 per cent of the total annual classroom instruction time. High levels of absenteeism are typically associated with reduced performance and achievement.



(Figure 37a) Source: Yukon Education



(Figure 37b) Source: Yukon Education

Looking Ahead

2004 Graduation Program

After over a year of extensive consultation, British Columbia announced changes to the graduation program in May of 2003. The proposed changes are designed to:

- better support student achievement, and
- improve the quality of public education.

This new graduation program will begin in September of 2004 with grade 10 students and be phased in over a three year period. Existing grade 11 and 12 students will still complete their education on the old graduation program.

The main highlights of the 2004 graduation program are:

- Grade 10 courses will be included in the credits towards graduation.
- BC Provincial exams will be added in English, Mathematics and Science at grade 10.
- Students will have room for more choice in the elective area.

Graduation Program policies that recognize other learning opportunities will be available for Grade 10 students, as well as Grade 11 and 12 students in coming years, and school districts will have increased flexibility to develop courses and programs that respond to local needs.

A new Planning 10 course will encourage students to explore a range of career options, plan their future and develop skills in areas such as employability, healthy decision-making, and financial management.
Students will be able to demonstrate their competencies in areas such as career planning, employability skills, and personal well being in the assembling of a Graduation Portfolio.

Pan Canadian Assessment Program

The School Achievement Indicators Program (SAIP), a pan-Canadian assessment initiative of the Council of Ministers of Education Canada (CMEC) which was initiated in 1995, has come to the end of its cycle with the completion of the third Science assessment in 2004.

In order to continue with a national assessment using today's current thinking on student testing, a new assessment program was conceived through consultation with all provinces and territories, and subsequently approved by all Ministers of Education in Canada.

The new Pan Canadian Assessment Program (PCAP), slated to begin in 2007, will initially assess student performance in the core subjects of reading, mathematics and science. It is designed so that other subjects, such as second languages, information and communications technologies, and the arts, can be added as the need arises.

PCAP will also enable jurisdictions to assess the performance of their education systems, and dove-tails with the important international assessments in which some provinces in Canada participate in. By integrating existing testing programs, PCAP greatly eases the testing burden on schools. It will also enable provinces and territories to improve their own assessments and to validate their results by comparing them to both the national and international results.

Yukon First Nation Studies 12

Beginning in September of 2005, Yukon First Nations Studies 12 will become part of the authorized British Columbia course selection process. Yukon First Nations Studies 12 will provide a student with either the mandatory social studies requirement for graduation, or can be used as one of the required grade 12 optional courses for graduation.

The course content and learning outcomes will be completed by the end of December 2004, and a resource text will be developed in the spring of 2005.

A value added component of this course will be that the provincial exam associated with Yukon First Nations Studies 12 will enable it to be used for University and other post-secondary entrance requirements.

First Nation Curriculum Resources

The Department of Education recognizes the need for the expansion of Yukon First Nation curriculum resources to support the curriculum within Yukon schools.

Two major initiatives in this area will be:

- the exploration of the development of an Aboriginal Immersion program to be based in Elijah Smith Elementary School;
- the development of resources to support the topics of land claims and First Nation governance within the K-12 social studies program.

Resources will also be developed by the Department of Education in partnership with a number of First Nations and private organizations to support both the new curricular projects as well as learning outcomes found within the existing curriculum documents.

More Information

Department of Education web link

- Yukon Education: www.education.gov.yk.ca
- Yukon Schools on the web: www.yesnet.yk.ca

Enquiries

Phone: (867) 667-5141
Physical Address:
1000 Lewes Blvd, Whitehorse, Yukon , Y1A 3H9
Mailing address:
Box 2703, Whitehorse, Yukon, Y1A 2C6

Assessment and indicators web links

- Alberta Learning: www.learning.gov.ab.ca
- B.C. Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Assessment and indicators publications

- Student Information and Assessment (2000). *A Handbook of Procedures and Guidelines for Student Assessments and Awards*. Canada, Yukon Education.
- Centre for Education Statistics (2000). *Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 2003*. Canada, Statistics Canada.
- Joint Advisory Committee (1993). *Principles of Fair Student Assessment Practices for Education in Canada*. Edmonton, Centre for Research in Applied Measurement and Evaluation.

Experiential learning web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Experiential learning publications

- Lieberman, Gerald & Hoody, Linda (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. USA, Science Wizards.
- Drake, Susan (1993). *Planning integrated curriculum: The call to adventure*. USA, Association for Supervision and Curriculum Development.

Early Intervention web links

- Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Early Intervention publications

- Klein, Tracy (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Tantalus School : August 28,2000 to June 7, 2001*. Canada, Yukon Education.
- Johnston, Mary Ann (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Elijah Smith Elementary School : August 28,2000 to June 13, 2001*. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2004). *Reading Recovery Teacher Leader Site Report for the School Year 2003/04*. Canada, Yukon Education.

Appendices

Historical Enrolment
Yukon Public Schools

SCHOOL	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Beaver Creek	19	21	23	15	25	19	17	18	19	21	14
Carcross Community	71	60	64	50	50	56	49	51	56	56	61
Chief Zzeh Gittlit	48	44	57	60	64	49	66	57	51	47	45
Christ the King Elementary	185	198	210	215	246	312	315	298	286	345	338
Del Van Gorder	122	159	242	215	167	119	76	72	67	55	53
École Émilie-Tremblay Elementary	93	97	99	112	110	107	115	120	124	110	115
Elijah Smith Elementary	190	212	221	302	250	240	226	211	224	240	247
Eliza Van Bibber	72	73	75	76	79	72	74	65	57	60	71
F.H. Collins Secondary	658	709	746	683	815	711	606	614	546	544	506
F.H. Collins Secondary Immersion	49	63	72	77	131	120	107	106	94	104	107
Golden Horn Elementary	192	215	231	287	299	284	294	280	256	243	227
Grey Mountain Primary	106	123	130	122	109	94	100	78	84	80	72
Hidden Valley Elementary	157	132	129	170	171	159	146	142	137	130	125
Holy Family Elementary	149	162	177	187	191	181	182	169	172	187	168
J.V. Clark	85	92	96	99	99	101	100	103	95	97	88
Jack Hulland Elementary	510	486	459	516	497	488	466	431	386	402	372
Johnson Elementary	202	195	191	170	165	166	175	178	176	172	169
Kluane Lake	4	5	6	6	6	13	6	9	9	6	8
Porter Creek Secondary	339	380	369	340	470	603	666	654	689	681	733
Robert Service	287	298	290	284	291	268	263	221	229	224	233
Ross River	68	65	75	84	78	75	73	55	61	65	67
Selkirk Elementary	343	315	294	327	301	260	252	236	235	229	222
St. Elias Community	171	160	160	168	168	159	143	148	147	148	132
Takhini Elementary	185	168	188	247	225	221	223	223	216	206	197
Tantalus	93	102	96	102	99	101	95	101	102	102	86
Teslin	64	56	70	54	51	54	50	54	67	66	66
Vanier Catholic Secondary	139	158	233	284	388	427	441	463	448	402	402
Watson Lake Secondary	92	97	101	98	94	93	98	89	88	97	99
Whitehorse Elementary	130	131	144	178	147	104	81	85	72	79	78
Whitehorse Elementary Immersion	285	273	277	310	300	265	246	248	239	268	270
Total Enrollment	**5,108**	**5,249**	**5,525**	**5,838**	**6,086**	**5,921**	**5,751**	**5,579**	**5,432**	**5,466**	**5,371**

(figures as of May 31/year)

Appendix 1

Yukon Public Schools Directory 2004–2005 School Year

Grade	School	Phone	Fax	Address	Post Code	Principal	Sept. 2004/05 Enrolment
	Director of Learning (Area I) Chris Gonnet	667-5180	393-6339	Box 2703, Whse,YT	Y1A 2C6		
K-7	Christ the King Elem. School	667-3527	667-3666	20 Nisutlin Dr., Whse	Y1A 3S5	Marj Hlady	311
8-12	F.H. Collins Sec. School	667-8665	393-6385	1001 Lewes Blvd., Whse	Y1A 3J1	Darren Hays	660
10-12	Gadzoosdaa Student Residence	667-8067/5495	393-6354	15 Selkirk Street, Whse	Y1A 3J5	Peter Cassidy	n/a
K-7	Holy Family Elem. School	667-3500	667-3502	55 Wann Rd., Whse	Y1A 5X4	Ted Hupe	168
K-7	Johnson Elem. School	536-7333	536-7737	Box 367, Watson Lake	Y0A 1C0	Denis Ryan	155
8-12	Porter Creek Sec. School	667-8044	667-8953	1405 Hickory St., Whse	Y1A 4M4	Kerry Huff	808
K-9	Teslin School	390-2570	390-2414	Box 16, Teslin	Y0A 1B0	Richard Burke	69
8-12	Vanier Catholic Sec. School	667-5901	393-6370	16 Duke St., Whse	Y1A 4M2	Rosemary Burns	425
8-12	Watson Lake Sec. School	536-2501	536-2518	Box 308, Watson Lake	Y0A 1C0	Carson Atkinson	134
9-12	Wood Street Centre	667-8413	393-6244	411 Wood St., Whse	Y1A 2E9	Darren Hays	n/a
	Director of Learning (Area 2) David Sloan	667-3747	393-6339	Box 2703, Whse, YT	Y1A 2C6		
K-9	Nelnah Bessie John School	862-7250	862-7904	Beaver Creek	Y0B 1A0	Erin Davies	13
K-9	Carcross Community School	821-2929	821-3505	Carcross	Y0B 1B0	Brian Shanahan	66
K-7	Elijah Smith Elem. School	667-5992	393-6288	1399 Hamilton Blvd., Whse	Y1A 6G3	John Wright	276
K-7	Golden Horn Elem. School	667-8130	393-6389	Box 10500, Whse	Y1A 7A1	Chris Wright	212
K-3	Grey Mountain Primary School	667-5189	667-5179	186 Alsek Rd., Whse	Y1A 4N9	Penny Prysnuk	69
K-7	Jack Hulland Elem. School	667-8496	393-6234	1304 Fir St., Whse	Y1A 4C4	Jim Tredger	335
K-8	Kluane Lake School	841-4506	841-5604	Destruction Bay	Y0B 1H0	Jill Potter	7
K-7	Selkirk Elem. School	667-3688	667-3693	5 Selkirk St., Whse	Y1A 3J5	David Thompson	228
K-7	Takhini Elem. School	667-3625	667-3623	526 Range Rd., Whse	Y1A 3A3	Kelly Collins	173
K-7	Whitehorse Elem. School	667-8083	393-6211	4181 4th Ave., Whse	Y1A 1J7	Richard Johnson	352
	Director of Learning (Area 3) Carol McCauley	667-3722 993-5723	993-5730	Whitehorse, YT Box 1500, DawsonCity, YT	Y0B 1G0		
K-10	Chief Zzeh Gittlit School	966-3151	966-3702	Old Crow	Y0B 1N0	Gary Vokey	42
K-12	Del Van Gorder School	994-2760	994-2236	Box 160, Faro	Y0B 1K0	Paula Thompson	53
K-12	Eliza Van Bibber School	537-3231	537-3103	Pelly Crossing	Y0B 1P0	Chris Kingsbury	68
K-7	Hidden Valley Elem. School	667-8164	393-6316	5 MacPherson Rd., Whse	Y1A 5S3	Len Walchuk	102
K-12	J.V. Clark School	996-2275	996-2116	Box 38, Mayo	Y0B 1M0	Bruce MacGregor	82
K-12	Robert Service School	993-5435	993-6112	Box 278, Dawson City	Y0B 1G0	Denis Gauthier	238
K-10	Ross River School	969-2216	969-2702	Ross River	Y0B 1S0	Thomas Jirousek	65
K-12	St. Elias Community School	634-2231	634-2921	Haines Junction	Y0B 1L0	Ruth Lawrence	132
K-12	Tantalus School	863-5371	863-5814	Carmacks	Y0B 1C0	Cully Robinson	100
	Director of Francophone School Board, Edmond Ruest	667-8680	393-6946	3151C-3rd Ave., Whse, Y.T.	Y1A 1G1		
K-12	École Émilie-Tremblay	667-8150	393-6360	20 Falcon Dr., Whse	Y1A 6B2	Hélène Saint Onge	116

Guidelines for Interpreting the School-based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in grades 3, 6, and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education, including it's schools, is responsible for ensuring that the highest possible quality of education is provided to students. The results from Yukon assessments enable the Department and it's Directors of Learning, principals, teachers, as well as school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of the territory's, or a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides it's schools with a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to territorial achievement standards.

School factors that affect student achievement

Research in education has identified key aspects of school effectiveness that affect student achievement.

Productive School Climate and Culture
There is a shared and articulated focus on achievement.
There is a shared belief that all students can achieve.
Staff is cohesive, collaborates, and makes decisions by consensus.
There is a safe orderly environment that is conducive to teaching and learning

Focus on Student Acquisition of Central Learning Skills
Teachers know what students are to learn and emphasize mastery of key concepts.
Students know what is expected of them.
Learning time is maximized.

Frequent Monitoring of Student Progress
Student progress is monitored, reported, and used for planning improvements.
Students can show what they have learned.
Parents know what their child has achieved.
A variety of assessments are used.

Instructional Leadership
Effective instructional leadership is provided.

Parent–School Partnerships
High levels of school and home cooperation are evident.

Effective Instruction
Grouping and organizational arrangements are appropriate.
Pacing is appropriate.
Curriculum and learning are aligned.
Teachers use a variety of strategies.
Students are actively involved.

High Expectations and Requirements for Students
Students are held responsible for learning.
Higher-order learning is emphasized.

Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.

Yukon Achievement Tests 2003–2004
Means by School where number of students writing >5

SCHOOL	Math 3 #	Math 3 %	Math 6 #	Math 6 %	Math 9 #	Math 9 %	LA 3 #	LA 3 %	LA 6 #	LA 6 %	LA 9 #	LA 9 %
Alberta		**76.0%**		**70.9%**		**67.6%**		**69.9%**		**68.4%**		**67.6%**
Yukon	**260**	**77.1%**	**325**	**63.5%**	**339**	**59.2%**	**266**	**67.9%**	**361**	**65.7%**	**384**	**60.2%**
Beaver Creek												
Carcross									7	52.9%		
Christ the King	31	82.9%	41	70.6%			30	74.6%	41	70.3%		
Del van Gorder												
École Émilie Tremblay-EN												
École Émilie Tremblay-FR	9	93.1%	8	75.2%					12	72.5%		
Elijah Smith	17	71.0%	22	57.4%			18	63.6%	24	59.4%		
Eliza van Bibber												
FH Collins-EN					75	57.6%					79	64.3%
FH Collins-FR					19	72.8%					21	62.3%
Golden Horn	24	88.6%	37	81.1%			25	78.9%	39	75.9%		
Grey Mountain	17	91.7%					18	79.6%				
Hidden Valley	13	86.4%	19	70.0%			13	75.6%	19	64.1%		
Holy Family	18	86.0%	32	72.0%			18	79.0%	33	72.6%		
Jack Hulland	31	72.1%	52	61.5%			32	67.8%	52	67.4%		
Johnson Elementary	9	75.2%	14	50.7%			8	66.4%	14	56.8%		
JV Clark			8	65.0%					8	64.3%	9	50.0%
Kluane Lake												
Old Crow	6	31.7%					7	36.0%				
Porter Creek Sec.					138	57.2%					134	58.2%
Robert Service	17	72.4%	16	43.1%	19	75.8%	5	58.1%	16	59.4%	22	56.7%
Ross River												
Selkirk	17	74.0%	31	67.0%			19	63.5%	32	66.7%		
St. Elias	13	74.8%	8	51.7%	10	70.8%	13	61.6%	8	64.6%	13	57.6%
Takhini	15	77.4%	23	58.1%			16	61.0%	23	57.5%		
Tantalus												
Teslin	8	61.0%					8	62.3%				
Vanier Catholic Sec.					65	64.2%					67	64.1%
Watson Lake Sec.					16	37.6%					15	52.3%
Whitehorse Elem.-EN									26	73.5%		
Whitehorse Elem.-FR	38	60.0%	24	78.0%					24	60.8%		

Results for a school shall not be reported publicly where there are fewer than 6 students in a particular subject writing.
This is to protect the privacy of individual students. These results have been blacked out for the purpose of this report.

Yukon Department of Education
Student Information and Assessment 11/25/2004

PUBLIC SCHOOLS BRANCH • ANNUAL REPORT 2003-2004